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ABSTRACT

The second year report of this exemplary project describes the problems, objectives, and programs for the development of a comprehensive and sequentially planned effort for career education. Most of the document consists of the project evaluation and the appendixes of materials relating to the project. Evaluation outlined the need for more occupational orientation and work experiences in the senior high grades, with intensive occupational guidance and counseling. Continued funding for the project was recommended subject to implementation in the areas noted. A related document is available as ED 060 187. (MF)

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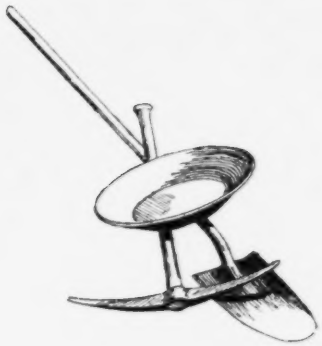

"THE NEXT STEP"

A Comprehensive Program in Occupational Preparation and Placement

Second Year Interim Report

A1013655

Helena Public Schools

1115 Roberts **Helena, Montana 59601**

INTRODUCTION

A changing work force is inevitable. Technological changes at this point in time have not only provided man with new methods and techniques for accomplishing work but also brought tremendous demands for new knowledge and skills. At the present time one very quickly realizes the obsolescense of the traditionally narrow job specific orientation toward a static job market.

It is often agreed that young adults are, in far too many instances, being required to choose between academic and vocational goals and thus make career decisions too early and without sufficient knowledge of their abilities, interests and the world of work.

On November 1, 1970 the Helena School District began the project "Next Step" in career education for grades K-14. Operating on the premise that the school is a potent force for the student in terms of his eventual choice of a career, activities were designed which would provide meaningful learning experiences and better clarify various aspects of the career choice process.

It is the intent of this second year report to show the problems, objectives and programs to which the Helena School District has addressed itself for the development of a comprehensive and sequentially planned effort for career education.

William A. Korizek
Assistant Superintendent of Schools
Director, Vocational Education

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INTERIM REPORT

Project No. 0-361-0169
Contract No. OEC-0-71-0684 (361)

"THE NEXT STEP-A Comprehensive Program in Occupational Preparation and Placement"

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

Conducted Under

Part D. of Public Law 90-576

William A. Korizek

Helena School District No. 1

Seventh Ave. and Allen St.

Helena, Montana 59601

October 31, 1972

INTERIM REPORT

Project No. 0-361-0169
Contract No. OEC-0-71-0684 (361)

"THE NEXT STEP-A Comprehensive Program
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Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

William A. Korizek
Helena School District No. 1
Seventh Ave. and Allen St.
Helena, Montana 59601

October 31, 1972

5. Summary of the Report

(a) Time Period

1. November 1, 1972 to October 31, 1972

(b) Goals and Objectives

The specific objectives of this exemplary program are listed below and include projected time schedules for implementation.

1. To broaden occupational orientation at the elementary, junior high, and high school levels.

2. To broaden occupational aspirations and opportunities for youths (including those who have academic, socio-economic, or other handicaps).

3. To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote implementation thereof.

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

5. To give more, practical work experience to youth at various grade levels, and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational values (of such work experience) by awarding formal credit.

6. To achieve a more realistic picture of job opportunities and to utilize such information in training for employment.

7. To develop employability of students.

8. To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

9. To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or drop out, or who are in post-secondary programs of vocational preparation.

10. To make greater use of existing school facilities, especially during the summer months.

11. To conduct inservice for District and other personnel to achieve the objectives of this proposal.

12. To bring general educators, vocational educators, State Department of Education staff, local school staff, teacher education

staff, Model Cities staff, staff specifically concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated efforts to achieve the objectives of this proposal.

13. To improve the status, scope and image of vocational-technical education.

14. To design and consummate an objective and effective evaluation to be used for periodic modification of the Project.

15. To plan and promote expansion of activities to other districts (including private schools).

(c) Procedures followed

The advice and support of the Helena School District, the State Office of the Superintendent of Public Instruction, Model Cities, The Helena Indian Alliance, the Montana State Advisory Council for Vocational Education and the Camps Coordinating Committees was most helpful in the exemplary program. Activities to begin demonstrating for the State of Montana and others what can be done when a school district provides such a program for elementary through post high grades. Emphasis and planning was given to such activities as:

(1) Broadening occupational orientation of elementary, junior high and high school levels.

(2) Broadening occupational aspirations and opportunities.

(3) Systematic identification of work opportunities for youth at various levels.

(4) Systematic training of youth for identified available jobs.

(5) Placement of students in jobs on a part-time basis prior to high school graduation wherein the student has significant productive responsibilities and receives financial and academic credit awards.

(6) Specific assumptions (by the elementary and secondary schools) of responsibility to develop some degree of employability in most students at both the elementary and secondary levels.

(7) Assumption, by the school, of responsibility for some appropriate placement for every student who leaves the school -- whether by graduation or otherwise (such as dropouts, handicapped persons, etc.).

This approach is particularly appropriate because all concerned have a direct primary interest in the students contemplated, have some needed expertise, have some resources needed, and recognize that their combined efforts may well produce a result greater than the mere sum of their separate efforts.

Present plans provide for the exemplary program under the administration of the Helena District to have such activities as the following (listed here for each objective of the project):

(a) To broaden occupational orientation at the elementary, junior high and high school levels.

To attain this objective a curriculum committee of staff from elementary and junior high levels are developing plans for curricular offerings at the respective levels in each school of the district. As time permits, offerings will be developed for the senior high level. Guidance personnel has been added to staffs, at the elementary levels where none existed. After review with advisory groups, the curriculum was implemented in the schools of the district.

Activities being used and contemplated for broadening occupation orientation at the elementary level include:

(1) Review textbooks on the elementary level to determine the kinds of occupational and vocational information presented and recommended revisions to include more vocational and occupational information.

(2) Attention of specific areas of social studies, science and math to include their relationship to vocations.

(3) Select audio-visual materials keyed to the elementary level vocational offerings.

(4) Set up role playing situations broadened to include all subject areas.

(5) Visitations of key personnel, community services, to the classes to bring a picture of the various occupational areas to the classroom by someone who can relate the vocational area to the children.

(6) Include world-of-work activities in art, drama, and other cultural activities. This would be accomplished by presenting graphic representations of how people work and what are the factors which make work enjoyable and rewarding.

(7) Devise a review process to determine the validity of information being presented year after year.

(8) Develop a teaching activity bank of occupational

materials and lesson plans available to all teachers in each curricular area.

Activities being used and contemplated for the junior high level include:

(1) Include units within each area of the junior high curriculum to include occupational information and career development experiences in math, English, science, and social studies offerings.

(2) Strengthen and coordinate programs of exploratory nature and industrial arts type experiences.

(3) Broaden group vocational guidance activities. Counselors with a background in vocations and careers will be provided to coordinate those activities.

(4) Provide opportunities for individual exploration through reading, audio-visual materials, simulated work activities.

(5) Provide mobile labs for each occupational cluster; mechanical, electrical, clerical, agriculture - related, engineering-related and medical to provide hands-on experiences by junior high students.

(6) Provide and develop a homeroom unit to work with the youth in cognitive activities to bring understanding of selected elements of the world of work.

(7) Guidance, testing and talent identification programs in order to bring together the elements of interest, attitudes, and aptitudes in career decision-making.

(8) Develop a library of information to allow the individual opportunity to explore occupations, individually and in groups, as well as counselor directed exploration.

(9) Following the area of talent identification develop a program wherein the student will be able to compare his identified talents with opportunities with the world of work.

Activities contemplated at the senior high level in order to obtain this objective include:

(1) Develop and include occupational information and career development experiences in all subject areas to provide maximum exposure to attending students.

(2) Provide information to all students about methods, policies, requirements and procedures for making job application;

entering into apprenticeship, importance of keeping a personal inventory of dates and employment activities as a life-long record; and the effects of the conduct of one's personal life on future opportunities in the world of work.

(3) Develop a released time schedule for educational and vocational teaching personnel for reciprocal visitation of learning activities.

(4) Develop group guidance activities for decision-making and individual development related to the world of work. This must be done for those students lacking or developing a lack of motivation for continuing school.

(5) Increase student alertness to take advantage of classes offered in the regular vocational education program.

(6) Establish vocational cooperative programs at the senior high school level.

(7) Develop guidance materials for all students as a part of the student services that each may establish objectives upon leaving school at all grade levels.

(8) Assist all students in decision-making to provide equal opportunity in planning career objectives with emphasis on planned successes in the world of work for non-college bound as well as college bound students. This decision-making will involve group and individual assistance through guidance and counseling.

(9) Continue and reinforce the talent identification of all students to closely support inherent individual abilities and motivations being developed.

(10) Reinforce those activities directed toward the handicapped and disadvantaged and continue to develop new methods and assistance which will provide aids in meeting their goals.

(11) Provide a staff member who will be in direct charge of relocating the dropout into cooperative programs, on-the-job training, direct employment coupled with evening high school credit classes and guidance into the armed services.

(12) Develop evening classes in vocational education aimed at training or upgrading skill development for current dropout students and encourage the use of them.

(b) To broaden occupational aspirations and opportunities for youth (including those who have academic, socio-economic or other handicaps).

Thus far, guidance staff has been employed at the elementary level and with occupational orientation. Additional staff will be employed to include placement, follow-up of students, to counsel dropouts back into educational stream; to provide coordinated group guidance sessions; to involve labor, industry, business and other agencies; to develop a job bank; to expand the present vocational and occupational information bank; to provide for the development of self-concept; and to develop an occupational orientation program for K-A (kindergarten through the area school).

Activities being used and contemplated to achieve this objective include:

(1) Identify youth who have academic, socioeconomic or other handicaps.

(2) Plan, develop and implement programs which will prepare such persons for employment.

(3) Identify job opportunities for disadvantaged or handicapped persons.

(4) Work cooperatively with employers in developing new job opportunities which may be filled by disadvantaged and handicapped persons.

(5) Provide exposure of students to various job clusters in an effort to enhance their interests and aspirations regarding occupational choice.

(6) Work cooperatively with guidance personnel, labor and the employer to give the student a better image of himself and develop acceptance of such students by the population of the world of work.

(7) Develop resource materials regarding job, labor and employer demands of various firms and for various occupations.

(8) Work closely with the employer and the student to help the new employee become adjusted to his job in order to better help him achieve success.

(9) Work cooperatively with other agencies and personnel whose responsibilities are for disadvantaged and handicapped persons. Such agencies and personnel include State Supervisor of Vocational Education Special needs, State Director of the Development of Vocational and Occupational Skills, guidance personnel, Model Cities,

Helena Remedial and Diagnostic Center, Concentrated Employment Program, Florence Crittenton Home for Unwed Mother, the Mountain View School for girls, the Helena Indian Alliance, Rocky Mountain Development Council, Division of Vocational Rehabilitation and others.

(c) To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventive and remedial programs and promote implementation thereof.

A new staff position will be filled and the staff person given the responsibilities inherent in the statement of this objective. The information so obtained will be given to appropriate curricular committees to guide their work accordingly.

(d) To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

To attain this objective, one staff person will contact a wide variety of business, industrial, professional and other agencies in the area served by Helena Schools to identify, promote, and nurture job placement opportunities for secondary students. This staff person will also determine, in conference with prospective employers, the desired qualifications and abilities which students to be placed should possess, and this information will be used as a basis for the work of curriculum planning committees and the identification of skill clusters.

Activities being used and contemplated to achieve this objective include several occupational cluster areas such as:

a. Agriculture and agriculture-related.

b. Health occupations.

c. Ornamental horticulture.

d. Mechanics.

e. Building construction.

f. Engineering aide.

g. Clerical.

h. Food services.

i. Maintenance.

j. Social service.

k. Retailing and marketing.

The local district will employ a qualified coordinator to cooperatively plan, implement and conduct such programs with labor and

management. The institutional phase of this training will be on an intensive, short-term basis.

(e) To give more, practical work experience to youth at various grade levels, and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational values (of such work experience) by awarding formal credit.

A staff member will be given responsibility to match students with job opportunities and to promote the attainment of this objective.

(f) To achieve a more realistic picture of job opportunities and to utilize such information in training for employment.

A staff member will be given responsibility and necessary assistance to plan procedures and to accomplish this objective.

(g) To develop employability of students.

Curriculum committees and other staff will continue planning responsibilities and assignments calculated to achieve this objective. Appropriate inservice training of staff will be continued.

(h) To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

Project and other school district staff, especially the curriculum committees at the elementary, junior high and high school levels will focus upon planning to achieve this objective.

Activities contemplated to achieve this objective include:

(1) To develop a staff position to carry out the responsibilities of student job placement.

(2) To develop and implement criteria and a system for satisfying the needs of this objective.

(3) To work cooperatively with management and labor to place students on jobs which are compatible with their training and abilities.

(4) To work cooperatively with management and labor and school personnel to identify job opportunities.

(5) To assume a follow-up responsibility to work with the student and employer during the initial months of the student's employment and until he is adjusted to successful continuous employment.

(6) To develop resource materials regarding various job and employer demands. These materials will be used as a basis to place students on jobs with employers so that they may be more able to succeed.

(i) To create bridges between earning a living for young people who are still in school, and those who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation.

The activities of objectives "A" through "H" will contribute to the attainment of this objective.

(j) To make greater use of existing school facilities, especially during the summer months.

Project staff will in some cases by on duty during summer and other "vacation" periods. They will be conducting such activities as training for specific jobs. Some of this may be pre-employment and other concurrent with employment. Some of this training will be appropriately given in classrooms and shops at various schools in the district.

Activities contemplated to achieve this objective include:

(1) Plan courses based on the actual employment opportunities available to youth. This would mean that there would be courses available in such areas as: lawn mowing and mower care, car washing, flower care and other work opportunities keyed to the needs of youth.

(2) Plan, as needs are developed, to add hours to the school day at the Helena Vo-Tech Center in order to provide actual vocational education training at all levels. This would enable youth and adults to develop entry and upgrading skills as needed.

(3) Provide for means of exploring the feasibility of providing extra school activities related to the world of work, on an exploratory basis, for youth at all levels.

(k) To conduct inservice training for district and other personnel to achieve the objectives of this proposal.

Some of the curriculum committee work such as described under objectives "A", "C" and "G" will be done during inservice, or will be the focus or basis for inservice for other staff of the district.

(1) To bring general educators, vocational educators, Office of the Superintendent of Public Instruction staff, local school staff, teacher education staff, Model City staff, staff specifically concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated efforts to achieve

The personnel of advisory groups and of various cooperating agencies have been involved in the activities of this proposal.

Vocational education and the objectives of this project specifically, are being implemented and conducted through cooperative effort between the local school district and the various manpower and other agencies of the community and state.

Coomperating agencies include:

(1) Office of the Superintendent of Public Instruction.

(2) Cooperative Area Manpower Planning System Committee.

(3) Montana Employment Security Commission.

(4) Helena Indian Alliance.

(5) Helena Model City

(6) Rocky Mountain Development Council.

(m) To improve the status, scope and image of Vocational-Technical Education.

Curriculum committees and inservice workshops have noted that occupational vocations require ability and excellence as do the professions, that the definite majority of students will not receive a baccalaureate degree, that this year graduates from many four-year institutions faced an increasingly unfavorable job market, that vocational graduates have an earning potential which is quite favorable in comparison, etc. The needs of society, and the prospects for, a productive career will be analyzed.

(n) To design and consumate an objective and effective evaluation to be used for periodic modification of the project.

Section 5, part 5(E) Evaluation, which follows is intended to fulfill all requirements to attain this objective.

(o) To plan and promote expansion of activities to other districts (including private schools).

Other activities contemplated to achieve this objective include:

(1) Speaking engagements with:

(a) Parent-teacher association at local schools.

(b) Service clubs.

(c) Local and state school association meetings (H.E.A.; M.E.A.; MUA; MCLA; State school Boards Associations; and Office of the Superintendent of Public Instruction called meetings).

(d) News media concerning current progress of program.

(2) Invitational seminars:

(a) Surrounding district superintendents in immediate vicinity.

(b) State Association of Vocational-Technical Centers (composed of Superintendents and directors of vocational education from Helena, Butte, Billings, Great Falls, and Missoula).

(3) Promote expansion of activities through dissemmination of materials such as evaluation reports of program, developed classroom materials; use of ERIC materials; developed audio-visual materials to those districts developing interest in this program.

(4) Loan or released time of those key personnel who may make a direct contribution in another district on a short term basis (counselors, teachers, project supervisors).

(5) Publicize information statewide by utilizing part of time for recruiting trips for post-secondary center to visit about this program with district superintendents.

(d) Results; Accomplishments

During the second year of the project there was a continuation of program development at the elementary levels and a major thrust at the junior high and senior high level.

(1) A complete staffing pattern was finalized approximately five months into the second year. A project assistant supervisor was hired February 1, 1972, a third elementary counselor was employed February 15, 1972, and the cooperative and placement staff was hired on March 15, 1972.

(2) The elementary career education programs involved seventy-nine (79) percent of the entire elementary instructional staff.

(3) At the junior high school level career education programs included such activities as Mobile Grouping, Ohio Vocational Interest Survey, Enrichment Projects, Kuder Preferance Tests, Job Observation,Field Trips, Decision Making and Group Guidance.

(4) In the senior high school the emphasis was in the areas of the drop-outs, work placement and career interest survey.

(5) Advisory Committees have been active in various stages of the career education project and represent the following areas: community advisory committee (25 members) principals (12 members) guidance counselors (11 members) school building representatives (15 members). (Appendix A)

(6) Community activities for dissemination involved presentations to civic organizations, college classes, Montana School Board Association, Montana State Advisory Council for Vocational Education, State Association for classroom teachers and Area Manpower Planning Ancillary Committee.

(7) In-service training for instructional staff is regularly scheduled and conducted by project staff. New materials are being ordered and placed in the school district instructional materials center for immediate use through out the district. (Appendix B)

(e) Evaluation

The third party evaluation contract (appendix C) was successfully negotiated with Dr. Allen Lee, Oregon State Higher Education System, Portland, Oregon. Dr. Allen Lee prepared and submitted to the project staff a "Plan for Third-Party Evaluation" (appendix D) and questionnaire for grades five (5), eight (8), twelve (12), and perceptions of career education for teachers, administrators, advisory committees, school board members, centeral administrative staff, etc. Responses were requested from 518 grade five, 650 grade eight, 625 grade twelve, 11 board of trustees, 10 counselors, 50 teachers, 5 advisory committee members, 11 principals, 6 central administrative staff and 6 project staff.

(f) Conclusion and Recommendations

(1) The attitudes and philosophy at the elementary level is very encouraging and is reflected in the total number of instructional staff who are participating (79%) in program activities.

(2) Good utilization of community facilities and resource people have been made by project teachers as major components of the occupational units.

(3) Requests of project staff to give presentations and dissemination of information regarding the project activities have continued at a great pace enabling us to reach a wide graphic area.

(4) Work with the community advisory committees continue to provide an excellent opportunity for communication between the schools and the community.

(5) There is need for teachers to have an opportunity to observe other programs currently being conducted and share our experience with others.

(6) There needs to be a more complete and thorough system for changing attitudes of secondary level instructors regarding their role in developing a total and complete career education program.

(7) A complete look at programs for the drop-outs and potential drop-outs must be developed. We have completed an extensive study of the drop-outs in the Helena District.

(8) Library materials on career education are being expanded for all grades.

(9) Placement and job observation opportunities are currently being developed with good success.

(10) Dissemination of more materials to instructional staff is necessary as well as continued in-service and particularly the development of the "Cluster"concept.

(11) Unexpended money from the second year of operation should be allowed to be carried over to the third and final year of the project.

(12) Strong administrative support of career education is essential if the concept is to become a total integral part of any school program.

(13) The "Next-Step" project should be endorsed for a second year as the result thus far are viewed as being very encouraging.

6. Body of Report

(a) PROBLEM:

Following the Smith-Hughes Act, vocational education enjoyed a great deal of excellence. After a few decades, such signs as rigidity, obsolescence, deficiencies, a lack of sensitivity, a lack of relevancy, a lack of creativity and other criticisms became common. Society today is often characterized by student dissent (at many levels), by strikes, by sit-ins, by changing mores, by new freedoms, and by signs of rapid evolution, if not revolution. Education has long been given credit for much of the greatness of our Nation, and is now increasingly under attack for existing ills.

The 1970 graduating classes from traditional four-year colleges and universities face a unique employment market - or lack of a market. Concurrently, there are favorable signs of placement for graduates from community colleges and other two-year post-high institutions training programs.

Nationwide, unemployment is increasing. Many high school youth needing and wanting employment after school, on week-ends, and during vacation periods are frustrated. At the same time, business and industries indicate that they would like to hire such people, if only "they know how to do a job". The criticism is that the youth know nothing about the job at the outset, they need part-time temporary employment, it takes awhile to train them, and by that time they are gone. Across the Nation, also, the voting taxpayers have demonstrated wide-spread reluctance to approve budgets for education. There is talk (but little more) of using school resources (physical and staff) on a twelve-month basis.

Traditionally, the secondary schools of this Nation have been college-preparatory in nature, even though much lip-service has been given to so-called "comprehensive high schools". In fact, we have very few truly comprehensive high schools. The public schools, by their staffing patterns and other actions have done a comparatively excellent job in placing the perhaps 30% (or less) of their graduates who will attend and graduate from a four-year college. The public schools have not, however, in general, assumed responsibility for either placing the non-college bound students or developing employability. The Helena Elementary schools now have two elementary counselors and have started to assume this responsibility.

The Helena School District is utilizing existing research results to develop an exemplary comprehensive program specifically intended to provide a broad range of occupational orientation at the elementary, junior high and secondary school levels; to implement the assumption (by Helena School District Number One) of responsibility for developing some degree of employability for every student (especially, but certainly not restricted to youth who have academic, socio-economic, or other handicaps), and to improve the placement of all students who leave school (including dropouts as well as graduates).

Thus, the potential for participation would be approximately 8,350 students. There are no private or non-public schools in this area as all parochial schools were closed for school opening September, 1969. Approximately 1,000 students were absorbed into the public system on that date.

One of the initial phases of this project was to review the existing curriculum in the Helena School System and to recommend changes or alternatives which would bring about the implementation of more career education and occupational information in all levels of education. The following research represents materials which have been received, ordered or will be ordered for future use.

1. Robert L. Darcey. AN EXPERIMENTAL JUNIOR HIGH SCHOOL COURSE IN OCCUPATIONAL OPPORTUNITIES AND LABOR MARKFT PROCESSES FINAL REPORT. Ohio University

   This is an experimental program to provide the schools with instructional materials, evaluations, instruments and/or realistic classroom educational programs for bridging the gap between school and work. (Junior High School Level)

2. Howell, Kay M. TEACHING VOCATIONAL AND CITIZENSHIP EDUCATION IN SOCIAL STUDIES FINAL REPORT. Michigan State University

   This was a pilot project designed to determine if there was evidence to support an experimental program for comparison with the current, conventional programs of 9th grade social studies in the East Lansing Michigan Schools. The experimental program was one in which students were introduced into the world of work.

3. CAREER DEVELOPMENT ACTIVITIES, Grades 5, 6, 7, Abington School District, Pennsylvania, 1968. (ED 022 219 MF - .76 HC - 7.40 146 p.)

4. Sherman, Vivian S. TRIAL AND TESTING OF AN EXPERIMENTAL GUIDANCE CURRICULUM. FINAL REPORT. BR-7-8091, American Institute for Research in Behavioral Sciences, 1967 (ED 020 554 MF - .75 HC-6.90 136 p.)

   Innovative vocational guidance curriculum materials were designed to increase self-understanding and motivation relative to career exploration and planning.

5. Agan, R.J. THE DEVELOPMENT AND DEMONSTRATION OF A COORDINATED AND INTEGRATED PROGRAM OF OCCUPATIONAL INFORMATION, SELECTION AND PREPARATION IN A SECONDARY SCHOOL. FINAL REPORT BR-5-0027. Kansas State University, Manhattan, 1968 (ED 022962 :MF-1.75 HC-2095, 417 p.)

   These instructional materials ("Commonalities in Occupations," 11th year and "Experiences in Occupations," 12th year) are

for teacher use in conducting inter-disciplinary occupational education courses for high school juniors and seniors.

6. TEACHER'S GUIDE TO: SELF UNDERSTANDING THROUGH OCCUPATIONAL EXPLORATION (SUTOE). Oregon State Dept. of Education, Salem, 1968 (ED 024 965: MF - 1.00, HC - 10.00, 198 p.)

   SUTOE is a one year course designed to assist students with a variety of workers on the job through classroom and extra classroom activities.

7. Cook, H.E., "Vocational Guidance Materials: A Survey for Teachers, "American Vocational Journal", 1968, 13, 25-28.

   Materials which may be of use to planners of career exploration programs are listed in this article. Of specific interest are the following:

   Curriculum Units, Robert L. Frank, University of Northern Iowa, had graduate students in an NDEA Institute develop curriculum units for grades K-12. The attempt is to provide a guide to help classroom teachers relate to the world of work through the ongoing curriculum. "The focus is placed on the human, the personal area of each job, instead of the position itself," Dr. Frank says. Materials include lesson plans, bibliographies, and lists of motion pictures and filmstrips, for all grades. This work is still in the experimental stage; however, the materials show great promise for general use and serve to illustrate the concern that educators have in providing career development materials and processes for all school children.

   Countdown to the 70's, a TV series for upper elementary grades, is scheduled for the 1968-69 school year. Initial programs include health careers and careers in education. A teacher's guide, vocabulary list, and glossary are among materials used to reinforce telecasts. Children's interest and knowledge, the national and local occupational outlook and the availability of training facilities were criteria for selection of the occupational areas to be telecast.

   When I Grow Up, a 25-minute operetta by L. Lenski, with music by C. R. Bulla, can be used to advantage in grades K-3. Teachers report that it gives children the opportunity to develop an awareness of the different work-roles, and in some instances improves their self-concept. One teacher adapts it to her class no matter what its size. Carpenter, nurse, fisherman, clown, soldier, cowboy, and farmer are the occupations portrayed.

8. Hansen, L.S. Theory into practice: a practitioner looks at career guidance in the school curriculum. The Vocational Guidance Quarterly, 1967, 16, 97-103.

   A framework for school personnel on which to build career guidance programs is presented in this article. Selected career exploration activit es were presented.

9. McDaniels, C. Youth: to young to choose: The Vocational Guidance Quarterly, 1968, 16, 242-249.

   The author raises the question about youth being too young to choose. His answer is that youth are not too young and much should be done in the school to encourage career development.

10. Purcel, David J., and Klaurens, M., "The Guidance Objective in Industrial Arts," American Vocational Journal, 1968, 43, 17-18.

    This article discusses techniques for integrating career development concepts into the industrial arts program to provide meaningful exploratory experiences for youth. It suggests that industrial arts should provide students with opportunities to (1) evaluate their interests, abilities, values, needs, and other personal characteristics as they relate to occupational roles; (2) explore the psychological meaning of work and its value in the human experience; (3) explore broad occupational areas in terms of opportunities, potential satisfactions, required roles of workers, and other related considerations; (4) develop an awareness that the individual's role in work is tied to the well-being of the community; (5) exhibit planning ability in striving to achieve occupational goals and objectives; and (6) develop the concept that they are productive persons in a work-centered society. To accomplish this, the article suggests a number of techniques which could be used to help students appraise themselves and the world around them.

11. Smith, E.E., "Innovative Ideas in Vocational Guidance," American Vocational Journal, 1968, 13, 19-22.

    The author summarizes a number of programs which have implications for career exploration programs. Among them are:

    Career Development Activities for Grades 5, 6, and 7. Abington School District, Abington, Pennsylvania; Emore E. Pogar, Director.

The guidance department of this southeastern Pennyslvania school district initiated a project designed to develop learning experiences and guidance techniques in the area of career choice which could be implemented through the existing curriculum and guidance program.

Working from the assumption that the school is a potent force for the student in terms of his ultimate choice of a career, they designed activities that would provide meaningful learning experiences for the student and at the same time focus on some of the heretofore nebulous aspects of the career choice process.

After a review of the literature in the area of career development, three themes (interest, change, values,) were selected and one was assigned to each grade level, as follows:

Grade 5: How Our Interests Develop and Their Importance in Our Lives.
Grade 6: Changes That Are Taking Place, Decisions Which Are Made, and How They Affect Our Lives.
Grade 7: Our Values--How They Influence Our Decisions and Our Lives.

The themes provided the focus for the activities of each grade but were not necessarily a limiting activity (a card game, an interest inventory, a two-act play, a simulated panel discussion, tapes, skits and role playing situations) were developed for each theme.

Perhaps the most striking feature of this endeavor was the ability of the project personnel to identify a specific need--aviable program of activities in the vocational aspects of guidance for children in the intermediate grades--then successfully bridge the gap between research and the application of research findings. The active student involvement and the joint efforts by teachers and counselors are other significant features of the Abington project.

12. Project PACE (Preparing, Aspiring, Career Exploration), Dayton City School District; William H. Goff, Director.

The PACE Project was implemented during the 1966-67 school year to determine if measurable increments in occupational choice could be achieved in predetermined situations at three grade levels in two elementary schools with socio-economically different student populations. A secondary purpose of this project was to develop, for future elementary school counselors, a role model having

a developmental framework instead of a problem-centered orientation.

The program plan was developed by two counselors for the three grade levels (second, fourth and sixth) in each of the elementary schools. All available resource materials were assembled and a teaching outline was written prior to the beginning of the more formal aspects of classroom work.

The instructional plan for each school and each grade level was implemented in three different ways in an effort to determine the effectiveness of the various approaches. The research design called for three experimental groups and one control group. The measured effectiveness of each group--the teacher-only group, the counselor-only group, and the teacher-counselor group--was then analyzed.

Project PACE was continued for a second year on an experimental basis. After the thorough evaluation now underway is completed, a curriculum guide of activities designed to enhance the vocational awareness of students will be prepared for use by teachers and counselors in the elementary schools of Dayton.

13. Books

A. Adams, J. F. (Ed.), UNDERSTANDING ADOLESCENCE. Boston: Allyn and Bacon, Inc. 1968.

This book contains several excellent papers on adolescence, including a chapter by Henry Borow on "The Adolescent in a World of Work".

B. Amos, W. E. and Grambs, J. D. (ED.), COUNSELING THE DISADVANTAGED YOUTH. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1968.

A number of excellent papers are contianed in this volume. Several in particular focus on the relationship of disadvantaged youth to the world of work.

C. Gilbert, H. D., CHILDREN STUDY AMERICAN INDUSTRY. Dubuque, Iowa: William C. Brown Company, 1966.

The purpose of this resource book is to aid elementary school teachers in directing learning activities that involve the tools, machines, materials, and processes of industry.

D. Hill, G. E. and Luckey, E.B. GUIDANCE FOR CHILDREN IN ELEMENTARY SCHOOLS. New York: Appleton-Century-Crafts, 1969.

Chapter 10 in this book is an excellent source for concepts and ideas concerning career exploration programs in elementary schools. An excellent bibliography of related books and resource materials completes the chapter.

E. Norris, W. OCCUPATIONAL INFORMATION IN THE ELEMENTARY SCHOOL. Chicago: Science Research Associates, 1963.

This book contains lists, books and pamphlets, films, recordings, poems, and songs which can be used in the elementary grades. Suggested lesson plans also are provided.

F. Scobey, M.M. TEACHING CHILDREN ABOUT TECHNOLOGY. Bloomington, Illinois: McKnight and McKinght, 1968.

Part I of this book presents a philosophical background concerning the field of industrial arts. Part II examines the characteristics of American industry. This examination is organized in terms of human activities. Part III offers suggestions to help a teacher provide curriculum related experiences.

G. Tennyson, W. W., Soldahl, T. A., and Mueller, C. THE TEACHER'S ROLE IN CAREER DEVELOPMENT. Washington, D. C. National Vocational Guidance Association, 1965.

This booklet is addressed to teachers as a guide to their work in developing and teaching units on the world of work.

14. 1971-1972 Acquisitions (Appendix M)

6. (b) Objectives and Accomplishments

(1) Objective:

To broaden occupational orientation at the elementary, junior high, and high school levels.

Accomplishments:

(a) Approximately forty (40) occupational and career units have been developed for use in grades one (1) through six (6). These units have been patterned after similar materials developed by the Marieta, Georgia schools. These materials have been reproduced and are available to every elementary teacher.

(b) The use of resource people from the community is a very important part of each unit. Community people who were used came from the health occupations, food service, forestry, agriculture, weather bureau, fish and game, soil conservation and business. Cooperation with a local civic organization has resulted in a directory for use by the school district. (Appendix E)

(c) During the second year of operation the project had approximately seventy nine (79%) of elementary school teachers who participated in the career education activities. (Appendix F)

(d) Job observation field trips served as an important method for increasing the awareness of students in terms of studying first hand the various locations of certain occupational opportunities and also job characteristics as these actually exist in a real world of work situation. Students were involved in thirty three job observation field trips.

(e) The project staff meet periodically with the instructional staff of eleven (11) elementary schools, two (2) junior high schools, one (1) high school and one (1) vocational-technical center for the purpose of orientation for the implementation of a career education concept for the district.

(2) Objective:

To broaden occupational aspirations and opportunities for youths (including those who have academic, socio-economic, or other handicaps).

Accomplishments:

(a) Through a coordinated effort with the School District Diagnostic and Remediation Center, it was possible to identify students at each of the grade levels in terms of the handicapping condition each student has. It was necessary to have this data so that programs could be developed to fit their needs. (Appendix G)

(b) At the elementary level thirty (30) mentally retarded students and sixteen (16) students enrolled in the disabled learning class were involved in food service and health occupation units.

(c) Data was also obtained from the County Welfare and Model Cities agencies regarding socio-economic handicapped students. In the Helena School District there are approximately two hundred and fifty Indian students. In most instances these students are socio-economically handicapped. (Appendix H)

(3) Objective:

To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote implementation thereof.

Accomplishments:

(a) A complete survey of the dropouts from grades ten (10), eleven (11), and twelve (12) was conducted. As a result of this study, considerable data was compiled for future program developments. (Appendix I)

(4) Objective:

To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

Accomplishments:

(a) Emphasis was given to work experience placement during the second year of the project. A staff member was employed to assume full responsibility for this activity. A work survey was conducted to determine how the project might best serve the student population. This survey helped to identify community resources which could be asked to assist with placement and job observation experiences. (Appendix J)

(5) Objectives:

To give more, practical work experience to youth at various grade levels, and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational values (of such work experience) by awarding formal credit.

Accomplishments:

(a) Placement staff has been employed and are currently working on development of these experiences. Considerable emphasis will be given to this area during the third year of the project.

(6) Objectives:

To achieve a more realistic picture of job opportunities and to utilize such information in training for employment.

Accomplishments:

(a) Project staff held discussions with personnel from the Montana Manpower Planning Advisory Council. The council cooperates with the district and provides information regarding manpower needs.

(b) Copies of "Montana Manpower Planning" are used by social studies instructors for use in the ninth grade career education program. This publication was provided by the Manpower Council and provides an analysis of various occupations and projections in terms of manpower needs through 1975.

(c) Discussions were held with local employment service personnel regarding local employment opportunities. This information is of use in planning curriculum.

(7) Objectives:

To develop employability of students.

Accomplishments:

(a) A summer project was designed for junior and senior level students. Seventeen students were enrolled in an automative course and twenty-

seven students enrolled in business and clerical. Each course was conducted during the summer months for a period of eight (8) weeks.

(b) Through funds from the State Department of Public Instruction a program was designed for disadvantaged students to participate in Outdoor Environmental Education. This program was conducted for a period of six weeks during the summer months. (Appendix K)

(8) Objective:

To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

Accomplishments:

(a) One staff member was employed for the purpose of placement of students. For the months of September and October, 1972, a total of ninety students were seen with twenty-six percent being placed on jobs. This effort will be continued and expanded.

(9) Objective:

To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or drop out, or who are in post-secondary programs of vocational preparation.

Accomplishments:

(a) A cooperative project between the school district and Model Cities program was developed for the purpose of trying to interest tenth grade students in staying in school. Most of the students are underachievers who have lost interest in the traditional school curriculum. Forty students are currently enrolled in the program. (Appendix L)

(10) Objective:

To make greater use of existing school facilities, especially during the summer months.

Accomplishments:

(a) Refer to objectives seven and eight and appendix K and L.

(11) Objective:

To conduct in-service for district and other personnel to achieve the objectives of this proposal.

Accomplishments:

(a) Weekly meetings are held with the high school counseling department and career education staff for the purpose of identifying areas where programs can be developed.

(b) Periodic meetings are held between the district instructional staff and career education staff. These meetings are for program development and implementation.

(c) Project staff take over classes for regular teachers while cross town visitations occur.

(d) A district wide in-service program allows for three (3) hours per month which allows career education involvement periodically.

(12) Objective:

To bring general educators, vocational educators, State Department of Education staff, local school staff, teacher education staff, Model Cities, staff, staff specifically concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated efforts to achieve the objectives of this proposal.

Accomplishments:

(a) The project community advisory committee continues to meet regularly to consider progress, school visitations, evaluation and program design. This committee has been active since the start of the project.

(b) The State Advisory Council for Vocational Education visited the project and had as one member of the council the State Director of Vocational Rehabilitation who is directly responsible for handicapped.

(c) Local school staff at various levels of administrative responsibility meet periodically for the purpose of reviewing project activities.

(13) Objective:

To improve the status, scope and image of vocational-technical education.

Accomplishments:

(a) Over all the status and image of vocational-technical education is improving rapidly and this can be evidenced in the Helena area by the fact that two (2) new pre-vocational buildings were approved by the voters. These facilities will be constructed at each of the high schools and will expand vocational education course offerings to more students and particularly the tenth (10) grade. New course offerings will be in the areas of distributive education, welding and basic metals.

(b) Open house was recently held at the District Instructional Materials Center during which time many of the career education materials were displayed for the teachers as well as visitors from the community.

(14) Objective:

To design and consummate an objective and effective evaluation to be used for periodic modification of the project.

Accomplishments:

(a) Through the in-service efforts, project staff and instructional staff attempt to assess the project activities in terms of effectiveness, appropriate for grade level, correlation with academic course and interest of students. The student evaluation is usually a written response from the student. Modifications are made when patterns are noted regarding students feelings about activities. Changes are also made when teachers feel that activities can be more effective when used another time or way.

(b) Field trips are considered to be an important part of the careereducation program and one component which is used extensively. Guidelines and evaluation is important in determining the success of this activity. (Appendix N)

(15) Objectives:

To plan and promote expansion of activities to other districts (including private schools).

Accomplishments:

(a) Requests for information regarding the "Next-Step" project numbered two hundred and fifty (250) during the second year of operation.

(b) Approximately forty (40) people representing a wide geographic area of Montana visited the project during the second year.

(c) Presentations by the project staff were given to the following groups:

Participants	Number
Northern Montana College	45
Montana Education Association	80
Montana School Board Assn.	40
Vocational Guidance Institute	30
Montana Health Seminar	70
Assn. of Classroom Teachers	15
Area Manpower Planning Ancillary Committee	25
Teacher Training T & I	8
Elementary Principal Association	20

6. (c) Project Design

Major activities and accomplishments during the period from November 1, 1971 to October 31, 1972.

(1) Project Staff

(2) Program and Curriculum Development

(3) Methods, Materials, Instruments, and Techniques Used

1. PROJECT STAFF

(a) At the beginning of the second year of the project the staff included the project supervisor and two elementary counselor-coordinators.

(b) On February 1, 1972 an assistant project supervisor was hired. In addition to some administrative duties this person is also assigned responsibility for curriculum development at the secondary level.

(c) On February 15, 1972 an elementary counselor-coordinator was employed which gave the project a full compliment of staff at the elementary level. This counselor works with elementary teachers and in addition will assist with curriculum design and development for grades seven (7) and eight (8).

(d) On April 11, 1972 a person was employed to work in the media area. This staff member worked one-half (½) time and assisted with the development of materials and inventory distribution. Starting with the 1972-1973 school year a complete directory of career education materials and equipment was made available to all instructional staff in the Helena School District. This position was terminated on October 31, 1972.

(e) On March 1, 1972 the project added a secondary cooperative coordinator. This staff member was given responsibility for the development of data collecting instruments for the areas of the dropouts and work-experience. Job placement related to interests of secondary students is also a major function of the coordinator.

(f) The positions listed below show a complete run-down of project staff at the completion of the second year:

One project supervisor
One assistant project supervisor
Three elementary counselor-coordinators
One secondary cooperative coordinator
One media person (part-time)
One secretary

2. PROGRAM AND CURRICULUM DEVELOPMENT

(a) General

(1) The project staff meet frequently for the purpose of reviewing current program design and operation, evaluation and f ture methodology for program implementation. It is also necessary to establish new procedures which are affected periodically by district changes in policy.

(2) Meetings are scheduled with the administrators of the district to update them regarding project activities.

(3) Frequent in-service of various types is conducted with teachers and counselors at the different grade levels.

(b) Elementary

(1) The elementary career education program as initiated by the elementary staff focused on 3 (three) major areas: 1). development, with teacher assistance, of career-oriented units designed to fit into the existing curriculum; 2). location and coordination of job-observation field trips with the local community; 3). identification and utilization of community resource people. The first area remains the one of prime concern.

(2) As the interest of teachers in voluntary participation grew, it became apparent to the elementary staff that unit overlap between grade levels could lead to diminishing returns by over-exposing certain classes to similar career experiences from one year to the next. Thus, in-service meetings were held (Spring, 1972) with all teachers (1 - 6) in an effort to determine priorities for career education units within each grade level. Following these meetings, the elementary staff made available a minimum of four career education units for each grade level, designed in such a manner as to minimize overlap between them. (See Appendix O). As time permits, efforts will be made to add units within each grade, always with an eye to what career experiences have preceded and what will follow.

(c) Secondary

(1) At the secondary level nearly all staff time in integrating career education activities into the curriculum was devoted to the junior high. Several in-service sessions were conducted, both in large groups or with individual or small groups of teachers,

counselors, and administrators. Half-day sessions were held during the summer for teachers interested in developing career education activities. During the 1972-1973 school year all junior high students will have some involvement with career education. To get started most of the program has been operated within social studies classes but it is intended that the program branch out to other subject areas. A separate course in career education has not been set up, in keeping with the philosophy that career education is not a separate subject. Senior high efforts are being carried out largely through the work of the cooperative coordinator.

(2) A study of high school dropouts in the Helena School District was undertaken in March and is being continued during the 1972-73 school year. The objective was to identify the dropout and pinpoint causes -- thereby being able to plan and promote implementations of preventive and remedial programs. In so doing, an attempt is being made at minimizing a rather neglected area: to enhance employability and upgrading of skills in the current curriculum offerings to minimize future dropouts. During a personal interview with the dropout an attempt is made to determine his or her employment status and career and educational aspirations. Each dropout is thereby informed of various channels for education and assisted in direction when appropriate. When feasible, observation experiences are provided dropouts in order to (1) motivate, and (2) solidify or to re-adjust career and educational aspirations. (See Appendix I for study results as of June 1972)

(3) Data has been somewhat limited in the Helena School District regarding the number of students who work and whether or not the type of work-experience is providing skill development which is consistent with their future plans for work or continued training. A student work survey was done and the results are shown in Appendix J.

(4) The cooperative coordinator is located in Helena High School for the 1972-73 school year and has been active in the area of job placement for students. See Appendix P for student placement information for the first two months of the current term.

(5) Information regarding new materials and programs are given to the junior and senior high counselors periodically by project staff. Meetings are scheduled weekly and at various times the project staff attend to request student information and to give information. Of particular value at this time is the data which has been collected and analyzed regarding the dropouts and

work experience information. There have also been surveys done regarding first (1), second (2) and third (3) choices of occupations of all ninth (9), tenth (10) and eleventh (11) graders in the Helena District. This information has been given to all of the counselors for use in group guidance activities. Results are also being given to the counseling staff on the Ohio Vocational Interest Survey which was given to six hundred thirty (630) ninth (9) grade students in March and six hundred eighty-three ninth graders in September.

3. METHODS, MATERIALS, INSTRUMENTS, AND TECHNIQUES USED

(a) Occupational units written for the elementary grades (1 - 6) continue to be the major emphasis at this level in career education. Each unit, many of which take from six to nine weeks to complete, involves activities designed to assist students with understanding and evaluation of self characteristics, awareness of job characteristics, economic and social values of work, psychological and sociological meaning of work, educational avenues and the process of decision making. The units involve a plan for integration of the academic subjects and the careers selected for study. At this point forty-five units have been developed. (See Appendix O)

(b) A group guidance activity centered around the theme of "interests" is one approach being used to help students in self-exploration at the elementary level.

The purpose of the activity is to introduce the concept of "interests" to students, stimulate them to think about relationships between interest, activities, and work, as related to their parents and themselves, and the influence of interests on career choice.

A variety of methods, including a simulated card game, short stories, an open-ended play, a panel discussion, and an interest inventory and interest profile are used to reinforce the concept.

(c) Available resource at the elementary and secondary levels has been the Helena Vo-Tech Center. Center personnel and equipment are frequently used to enhance the program. Numerous field trips have been scheduled to the Center for elementary and junior high students.

(d) Implementing the concepts of career education within the elementary classroom requires more than appreciation of their appropriatness. Teachers need tools. The media approach to learning has gained wide acceptance among the

educational establishment, and career educators are not ones to pass up a good thing. The elementary staff of "Next Step" has made available a number of career-oriented media materials (see Appendix B). Records, cassettes, films, and filmstrips, are used where appropriate as supplements to career curriculum units. In addition, slides, both commercial and student prepared, are used, along with videotapes and 8mm. movies to aid teachers in bringing the community into the classroom.

(e) "Seeing is believing." While much career awareness can and does take place within the elementary classroom through activities, media, etc., the observation of workers at their work sites is not missed as another avenue of career awareness. The elementary staff of "Next Step" has identified selected field trip sites with the community and has coordinated each visit with an occurring career-oriented unit. The intent of the community visitation is to focus on the people involved in a business or industry rather than the product. Those sites available for job observation visitation (see Appendix R) are limited to appropriate grade levels in order to maximize their effectiveness and to forestall as much duplication as possible from one grade to another.

(f) Community talent available to schools is enormous. Identification and utilization of the career knowledge available in this local talent source is vital to the goals of career education. The identification of a number of community resource people by a local service club has been a great aid to the elementary career education staff. Additions to this list of resources have been made through community contacts of the elementary staff and have resulted in increased use by the schools of this significant talent reservoir. See Appendix E for example of the diversity of community representation available as resource speakers in the Helena area.

(g) The junior high career education program concentrated on the ninth grade during the second semester of the 1971-72 school year. All ninth graders social studies teachers alloted at least one day a week to career education activities. At times longer blocks of time were utilized. A large variety of materials were obtained (See Appendix B) from various commercial publishers along with locally devised activities and methods. Materials and methods were experimented with to determine effectiveness. All ninth grade students took the Ohio Vocational Interest Survey in March. A local survey was administered previously. 75% of the ninth graders toured the Helena Vo-Tech Center. Some classes visited Carroll College, a local private college, to find out about college and college life.

(h) Perhaps the most successful activity at the ninth grade level was mobile grouping. This involved the setting up of stations in social studies classes with different activities going on at each station. Students were divided into groups with generally five students in each group. Each group was assigned a starting station for the first day. A rotation system was devised so each group would visit a different station each day. Activities at the various stations included the viewing of filmstrips, talking with a counselor, working with the SRA Job Experience Kit, playing games such as Careers and Managing Your Money, researching various career interests, role playing, and making future plans. At the end of the mobile grouping experience, which lasted one or two weeks, an evaluative questionnaire was administered to determine student response. Student reaction, both verbal and written, was very positive and highly favorable.

(i) Various activities have occured at the seventh and eighth grades, the most exciting of which was a stock market simulation at the eighth grade level. Many eighth graders as part of the social studies unit, have interviewed people in the community regarding business practices and procedures in another career education related activity.

(j) Cluster charts showing occupations related to various school subjects were distributed to all teachers in the system from grades 7 - 12. Many teachers have indicated that students displayed interest in these charts after charts were displayed in the classrooms.

(k) The emphasis for career education in junior high for the 1972-73 school year will be the following:

(1) 7th Grade -- Decision making

(2) 8th Grade -- Self awareness, economics, study of occupational clusters, field trips.

(3) Consumer education, self awareness, decision making, "hands-on" experience, in-depth exploration of interests, field trips, orientation to world of work.

(l) Exploratory classes are being conducted at Helena Junior High School for all students. Many of these are career related. Examples of classes include aeronautics, surveying, small engines, journalism, radio and creative stitchery.

(m) Numerous audio-visual equipment and materials are used and available to teachers in grades 7 - 12. (see Appendix B)

(n) Clusters were identified within the present curriculum of Helena Public Schools with interest to determine continuity of present programs and the need for further development of courses relating to various clusters. (See Appendix Q)

(o) Seven 3M reader-printers were purchased and placed in Helena Senior High, Sunhaven School, Helena Junior High School, C. R. Anderson School, and Smith School for faculty use with the ERIC microfiche documents (Appendix M) and student and faculty use with VIEW (Vital Information for Education and Work) microfiche. One reader is kept in the staff office at the Vo-Tech Center.

(n) Of all the materials and resources, however, the individual teachers and counselors of the various school staffs are the prime element in making career education a viable part of education. Much credit should go to those who have participated with the career education staff in the development of Helena's Career Education Program.

6. (d) Evaluation of Project

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Part 3: Perceptions, Knowledge and Attitudes Pertaining to Selected Aspects of Career Education as Expressed by 12th Grade Students

F. Perceptions, Knowledge and Attitudes Pertaining to Selected Objectives of Career Education as Expressed by Montana State Department of Education Staff

G. Perceptions of Career Education by Various Adult Groups

H. Instruments (APPENDIX D)

1. Prototype for Instrument Number One

2. Prototype for Instrument Number Two

3. Prototype for Instrument Number Three

4. Prototype for Instrument Number Four

5. Prototype for Instrument Number Five

A. Plan For Third-Party Evaluation

of

"The Next Step" - A Comprehensive Program

in

Occupational Preparation and Placement
(Second Year: Nov. 1, 1971 - Oct. 31, 1972)

(Project No. 1-361-0169)

Prepared by:

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Plans and Report Forms for
Third-Party Evaluation of "The Next Step"
Vocational Exemplary Project No. 1-361-0169
(Contract No.: OEC-0-71-0684-361)

I. Purpose of the Evaluation

Section 103.45 of Title 45 of the Code of Federal Regulations, entitled "Research and Training, Exemplary and Curriculum Development Programs in Vocational Education" provides for a third-party independent evaluation at the end of each operational year.

A. The Purpose of the evaluation plan here being described includes:

1. To fulfill the above listed provision.
2. To measure progress toward accomplishment of the stated procedural objectives of the Project.
3. To measure career education achievement levels of students at the 5th, 8th and 12th grade levels in the schools of the District.
4. To identify strengths, needs, and weaknesses to serve as a basis for recommendations by the third-party evaluator.
5. To formulate recommendations which will be presented to the Project Director, the District Superintendent and the Board for consideration in determining future direction for the Project and arrangements which should be made during the third year to further assure continuation beyond the termination of federal support.

B. The Purpose of the Project (The Next Step) has been to utilize existing research results to develop an exemplary comprehensive program intended to provide a broad range of occupational orientation at the elementary, junior high and

secondary levels; to implement the assumption (by the District) of responsibility for developing some degree of employability for every student (especially, but not restricted to, youth who have academic, socio-economic or other handicaps) and to improve the placement of all students who leave school (drop-outs as well as graduates).

C. The broad objectives of this exemplary Project (No. 1-361-0164) as stated in the guidelines of the BAVTE Policy Paper No. AVL-V70-1, October 2, 1969, are as follows:

1. Provision for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them (students) in the world of work.

2. Provisions for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas.

3. Provision for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave the school. (Some of these training programs might be very intensive and of short duration.)

4. Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling. (Placement might be in a job or in post-secondary occupational training. Placement should be accomplished in cooperation with appropriate employment services, manpower agencies, etc.)

5. Provision for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P. L. 90-576. (Federal assistance under Part D cannot exceed three years.)

Specific objectives of the Project include:

1. To broaden occupational orientation at the elementary, junior high, and high school levels.

2. To broaden occupational aspirations and opportunities for youths (including those who have academic, socio-economic, or other handicaps).

3. To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote implementation thereof.

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

5. To give more practical work experience to youth at various grade levels and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational values (of such work experience) by awarding formal credit.

6. To achieve a more realistic picture of job opportunities and to utilize such information in training for employment.

7. To develop employability of students.

8. To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

9. To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation.

10. To make greater use of existing school facilities, especially during the summer months.

11. To conduct inservice for District and other personnel to achieve the objectives of this proposal.

12. To bring general educators, vocational educators, State Department of Education staff, local school staff, teacher education staff, Model Cities staff, staff specifically concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated efforts to achieve the objectives of this proposal.

13. To improve the status, scope and image of vocational-technical education.

14. To design and consumate an objective and effective evaluation to be used for periodic modification of the Project.

15. To plan and promote expansion of activities to other districts (including private schools).

The questions and statements contained in the instruments (note Appendices) are designed to collect data from a variety of sources, including teachers, administrators, students, project staff and State Department of Education staff. These data will be utilized by third-party evaluation staff in identifying strengths, weaknesses, needs and formulating recommendations for future operation of the exemplary project, as well as measuring or ascertaining the extent to which project objectives have been achieved from time to time, and to acquire an indication of student achievement in career education at various grade levels. These latter data will be utilized at the end of the school year as a basis for comparison with post tests.

II. Relation to Other Evaluations

The third-party evaluators are familiar with many of the evaluations of educational programs and the techniques and instruments designed for this evaluation will utilize many adaptations of procedures and criteria which have been proven elsewhere. In addition to the data collected in this evaluation per se, the recommendations to be made (as part of the third-party evaluation report) will take into consideration the findings from several other career education programs.

III. Development of the Evaluation Plan

Procedures and criteria developed under Project No. 6-2921 (Contract No. OEG-98-0 71327-0085) which have been extensively field tested and refined in states such as Pennsylvania, South Carolina, Florida, Arkansas, Iowa, Minnesota,

Kansas, Idaho, Oregon and Alaska are being utilized and adapted herein. The two projects cited above also borrowed significantly from evaluative procedures and criteria developed by other authorities. These procedures and some of the criteria, with additions and revisions, are being adapted for this exemplary project.

A. Respondents for "The Next Step" project will include:

1. Teachers, students and administrators in 15 schools in the Helena Public Schools.
2. Staff of the Montana State Department of Education.
3. Students at the 5th, 8th, and 12th grade levels in the Helena schools.

B. Extent of Coverage. A sizable majority of the teachers, counselors and administrators will be involved in the self-analysis phase of the evaluation (responding to questions about their own classes or programs, hence no sampling problems exist.

C. Frequency and Timing. Some base lines on attitudinal questions were established in the first Project year, and these will provide valuable bases for comparison.

The State education agency respondents will be queried early in the second (this) Project year - one time.

The teacher, principal, counselor respondents will be queried twice - at the start and at the ending of the school year. Part of this will be in the second and part in the third Project year because school years are not contiguous with Project years in this instance.

The achievement tests for 5th, 8th, and 12th grade students will be administered at the beginning of the school year and near the end of the school year also.

D. Method of Collection. The procedure for data collection includes presentation of questions in written form, followed by written response.

E. Consideration of Nonsampling Errors. Many questions to be utilized call for opinions, beliefs, and philosophy. Frank opinions will be solicited in a manner to preserve anonymity for all respondents. No signatures will be required and no names will be identified with individual responses. The fact that a large majority (near to 100%) of the universe will respond to the self-analysis phase insures a representative group. Lay and professional educators will respond and interact separately. Final conclusions will utilize several sources of information, such as school staff, community lay persons, State Department staff, project staff and third-party evaluation staff. Information from these sources will be assembled separately and compared for similarities and inconsistencies. Reviews will provide for supplementary information. The fact that at the outset the questions will be presented and explained on a face-to-face basis insures clarity and uniformity of interpretation.

Third-party evaluation staff have no vested interest in the program being evaluated and have complete freedom to make final judgments based upon unbiased consideration of many sources of information. They are well-trained, and experienced in both general and career education, and in evaluative procedures.

F. Standard Definitions and Classifications. In general, this section does not apply. There are, however, various education terms which will be defined and interpreted by the third-party evaluation staff.

G. Processing and Interpretation. This will be done by the third-party evaluator. Following review with concerned persons (teachers, administrators and advisory personnel) compilations and reports will be finalized by third-party evaluation staff. Much of the data will be key-punched and computerized. Results will be analyzed and reviewed by at least 3 staff of the third-party evaluator.

H. Allowance for Pretests and Follow-ups. Some of the instruments have been applied more than 1,000 times and periodically revised. Following such applications, the procedures and criteria as such have been critiqued and possible areas of weakness identified for potential change and improvement.

This will be continued as an on-going procedure. Other instruments have been devised and adapted from others and will be refined following initial field applications on a trial basis. The fact that third-party staff have had extensive experience and training in construction of such tests will help to insure satisfactory and smooth development.

I. Comparison With Data From Other Sources. The evaluation plan provides for collection of data from several sources as described above.

J. Calendar. Beginning of the preliminary work on the design of the evaluation was in August (1971). Some of the evaluation instruments (note attached) were completed in August-September (1972), and will be refined as found advisable in consultation with professional and advisory staff from the Helena School District.

K. Cost Estimates.

1.	Preliminary and exploratory work	$1,150.00
2.	Development and printing of questionnaires . .	1,250.00
3.	Manuals and other instructions for conduct of survey.	486.00
4.	Collection (field costs, interviews, travel and supervision).	1,700.00
5.	Editing and coding	970.00
6.	Tabulation	940.00
7.	Analyses and preparation of final report . . .	1,241.00
8.	Overhead and other costs	772.00
		$8,499.00

IV. Follow-ups

The nature of the design is such that the data-collection instruments are presented on a face-to-face basis. If an initial meeting with a group for some reason does not have adequate attendance, subsequent meetings will be arranged.

V. Development of Sampling Plan

Entire classrooms of students (5th, 8th and 12th grade levels) will be randomly selected from each of the District schools.

The majority of state education agency staff will be sought for inclusion in the longitudinal survey.

A random sampling of from 75 to 100 teachers, principal and others will be included in the application of that survey.

VI. Supervision of Field Operation

Instruments will be administered or supervised by third-party evaluation staff. Uniformity will be assured by observance of written guidelines.

VII. Manuals or Instructions

Instructions in an implementation similar to those in the attached memo will be provided.

VIII. Progress and Cost Reporting

Third-party evaluators will work in Helena periodically and report progress orally and in written form with appropriate billings twice during the year and a third time when the final report has been submitted and accepted. Agreement provides for billings to be based on actual costs not to exceed a maximum for the year.

B. Evaluation of the Project[1]

Introduction

This was the second year of the Project and an obvious impact was made throughout the District in all of the elementary and secondary schools. The first year of the Project was more concerned with recruiting staff, orienting staff (both Project and regular), planning, preparing materials, and launching programs. This second year showed even wider staff and student involvement and more exemplary career education activities in the teaching-learning process.

By the end of this second year great progress has been noted; currently, there are questions and challenges for the future. These are identified and dealt with in this chapter and elsewhere in the report.

Major components of this evaluation for the second year of the Project include:

1. Perceptions of career education in Helena schools by teachers, principals and others, and their suggestions for the Project in the future

2. Perceptions of career education in general by state education agency staff

3. Indications of achievement related to career education by 5th, 8th and 12th graders throughout the District

4. A summary of progress and accomplishment relating to each formal objective of the Project.

Samples of the various instruments utilized for written responses, or prototypes thereof, are included in the Appendix. The specific and inherent objectives of the Project constituted the basis for the content of these instruments. In addition to the baseline data collection instruments used last year and this year, another dimension was included this year. Past evaluations have been more process oriented. In addition to the process-oriented evaluation of the past which is also being continued, the element of student achievement is now receiving emphasis. Data collected this year provides comparisons among schools and grade levels. Data to show student progress will be collected near the end of the 1972-73 school year. This is due to the fact that the school and Project years overlap.

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[1] This chapter was prepared by Dr. Allen Lee, director of the third-party evaluation.

One conspicuous inconsistency which hopefully will be corrected in the near future (note specific recommendations later in this chapter) concerns the fact that desired student outcomes related to career education have too often not been pinpointed by teachers -- hence the measuring instruments may or may not be entirely compatible with curricula and instructional objectives of teachers. The fact that District, Project and other staff have influenced refinement of the several prototype instruments has to some extent alleviated this problem, but more consideration is merited.

The third party evaluation efforts have been aided in a major way by the wholehearted cooperation of District staff at all levels. The third party evaluator (Allen Lee) has had assistance from several persons[1] in one or more aspects of the third-party evaluation. The third-party evaluator has also had the privilege of detailed interaction with the newly-elected superintendent of Helena schools and several members of the Helena Board. The fact that the third-party evaluator also had the privilege of participating in the OE evaluation site visit in May added further to the bank of data and the perspectives for the evaluation here being reported.

The four dimensions of the evaluation are summarized hereafter in the order listed above.

Allen Lee
Third-Party Evaluator

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(1) Robert Shaw and Jeanette Hamby of Portland State University, Dr. Robert E. Taylor and Cheryl H. Lee from The Center for Vocational and Technical Education at The Ohio State University, Leonard Kunzman (State Director of Career Education in Oregon), Rebecca Anne Lee (Freshman student at Portland State University), and Lawrence McNutt (Director of Vocational Education and Project Director in the Franklin Northeast Supervisory Union in Richford, Vermont).

C. Evaluation of Progress and Accomplishment Relating to Formal Objectives of the Project

Following is a listing of project objectives with comments[1] and recommendations pertaining thereto respectively.

1. Project Objective: To broaden occupational orientation at the elementary, junior high and high school levels.

Findings: The excellent activities begun in all of the elementary schools last year have been continued and expanded in the second year of the project.

The addition of a Project staff member to work at the junior high level has produced significant results this year, especially in social studies at the 7th, 8th, and 9th grade in decision-making, self-awareness, consumer education, and some exploratory areas.

Relatively very little has been noted at the high school levels.

Recommendations: Project staff effort on this objective should focus primarily on the high school level in the third year of the Project.

District regular and Project staff should identify a cluster taxonomy (OE, Oregon, or other) which is deemed most appropriate, agree upon relative priorities for clusters, and develop curricular and lesson plan details accordingly for each grade level. Concurrently, District staff and each school staff levels should identify desirable student outcomes for each grade level, respectively. It is extremely desirable for desired student outcomes (preferably identified by teachers), clusters, curricula, lesson plans, achievement testing and overall evaluation to be articulated and compatible.

2. Project Objective: To broaden occupational aspirations and opportunities for youths (including those who have academic, socio-economic or other handicaps).

Findings: Activities referred to in item #1 (above) have contributed to this objective at the various grade levels.

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(1) Detail here reported on accomplishments is kept to a minimum to avoid superfluous repitition of that given previously in this report and the Quarterly Reports.

Most significantly, the addition of a new Project staff member assigned prime responsibility to identify dropouts, do followup, locate job opportunities, expedite placement and supervision. This activity at the high school level fulfills an objective of the Project as recommended last year and is of vital importance.

Recommendations: Should be continued, expanded, and made a permanent phase activity. Results should be systematically reported to school personnel, and evaluated by them. Implications for the high school (curriculum, counseling and methods of teaching) should be identified and incorporated into the on-going high school program (s).

3. Project Objectives. To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs and promote implementation thereof.

Findings: As indicated under the preceding objective, very significant progress has been made at the high school level during the second year of the Project - with regard to identifying dropouts and arranging opportunities.

Recommendations: Major attention and effort should be voted hereafter to pinpointing causes, planning both preventative and remedial programs - and expediting implementation accordingly. This should include, but not be limited to the high school levels. Contacts with teachers are necessary, but so are conferences with parents and with dropouts, respectively. These should become an established procedure.

4. Project Objectives: To identify and develop new opportunities for work experience and cooperative education in several occupational areas.

Findings: Note relative comments in connection with item #3 (above). This dimension of education has received too little attention, at various grade levels.

Recommendations: The District staff should interact, survey the literature, and identify desirable "work experiences" at least for the 5th, 8th and higher grade levels. Initially, a systematic approach should be facilitated through the identification of clusters and priorities as recommended in item #1 (above). This merits high priority for the third year of the Project.

5. Project Objectives: To give more practical work experience to youth at various grade levels, and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for services rendered, and recognition of educational value by awarding formal credit.

Findings: Note comments on items 3 & 4 (above). Some significant experiences are being given in some schools wherein students are assigned to work with students at lower grade levels. The need as recognized by baseline surveys in the first year of the Project demands much more emphasis upon this dimension of education.

Recommendations: The effort to provide more practical (hands on) experience as an integral part of education should be intensified at the elementary, junior high and high school levels. The prospects for cooperative programs financed by local and state funds should be pursued. The previous recommendations (items #1 above) regarding the cluster taxonomy and priorities applies here also. This should serve as the basis for planning systematically to recruit work experience opportunities. This is probably one of the most urgent needs to improve education for all students, college-bound and other wise.

6. Project Objective: To achieve a more realistic picture of job opportunities and to utilize such information in training for employment.

Findings: Improvement and progress have been made during the second year of the Project; however, there remains the need to articulate this dimension with curriculum content, with the classification and priority determination of cluster priorities, and with work or hands on experiences at various grade levels.

Recommendations: One individual project staff member should be assigned responsibility to coordinate and bring about the cluster taxonomy and priority designations, followed by curriculum refinement needed to meet those priorities. The picture of job opportunities, cluster by cluster, should be kept in mind by teachers.

7. Project Objectives: To develop employability of students.

Findings: Progress is being made - but needs acceleration especially at the junior high and highschool levels. Activities referred to in connection with objectives 2,3, and 5 have contributed substantially to this objective also. The work of placing dropouts is to be commended, but much more is needed for the balance of the student body.

Recommendations: The following recommendation made last year is valid still:

> The Assistant Superintendent of the District in charge of Career Education should cause the development of a tentative, incomplete prototype position paper on career education. This paper should be widely distributed to staff in all schools in the District and to the Advisory Board for critiquing . . . Finally the position paper should be reviewed and a formal position and policy adopted by the Helena Board of Directors. . .

This formal position paper should then become the basis for designating responsibilities to administrative and curriculum staff accordingly. The position paper, among other things, should define "employability" deemed appropriate at various grade levels, respectively

8. Project Objective: To develop the assumption of responsibility for placement of students at whatever level they leave the school system.

Findings: The vocational-technical school is doing an exemplary job in this respect. The activities of the Project during this second year in placing dropout students at the high school level are excellent -- but apparently the balance of students receive no systematic or thorough consideration. Provision for this is still another element which should be incorporated in the formal position of the Board referred to previously. Some may consider this too idealistic -- but again baseline data collected during the first Project year indicate this to be the desire of the community.

Recommendations: It is recommended that consideration be given to this in the position paper to be developed by staff and finalized by the Board.

9. Project Objective: To create bridges between school and earning a living for young people who are still in school, who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation.

Findings: The placing of dropouts in work situations referred to in items 2 and 3 (above) constitutes an accomplishment toward this objective. Items 7 and 8 are likewise related, as are several other objectives. Overall, one must conclude that substantial progress has been made; it is greatest at the elementary level, lesser but still significant and encouraging at the junior high level, and (with the exception of the dropout placement) least of all in the high school. Of course the situation in the vocational-technical school excells. The short term summer activities conducted in the vo-tech school with financial assistance through the State Department of Education contributed materially to this objective.

Recommendations: Continued consideration should be given to this factor.

10. Project Objective: To make greater use of existing school facilities, especially during the summer months.

Findings: This continues to have a low priority, which is appropriate under existing conditions. The short term training referred to in item 9 is relevant here.

Recommendations: No change in emphasis, but should be kept in mind for the future.

11. Project Objective: To conduct inservice for District and other personnel to achieve the objectives of this proposal.

Findings: As in the first year, some more excellent inservice occurred not only within the geographic boundaries of the District, but also outside.

Recommendations: There are many signs that even more inservice is in order, and that funds expended for inservice will return some of the greatest dividends. This area merits increased Project funds which should be used for this purpose. There should be inservice arranged, mostly accompanied by formal university or college credit, in such areas as:

A. Concepts of Career Education generally
B. Planning individual school and District-wide Career Education programs
C. Cluster taxonomies, cluster priorities and their implications for curriculums and instruction
D. Identification of community resources and how to make their use effective
E. Identification and implementation of roles and responsibilities to improve career counseling.

As during the second year of the Project, inservice should continue to involve teachers, counselors, District central staff, advisory groups and Board members.

12. Project Objective: To bring general education, vocational educators, State Department of Education staff, local school staff, teacher education staff, Model Cities staff, staff especially concerned with the disadvantaged and handicapped, manpower agencies and others together in coordinated effort to achieve the objectives of this proposal.

Findings: Although it appeared that the Project was off to a good start in this regard during the 1st year of the Project, in reflecting upon the second year it appears there are some real gaps or deficiencies. Particularly the involvement of state education and university teacher educators seems to be lagging, although excellent involvement and support are evident in other areas.

Recommendations: Good work of the past years should be continued. In addition, the Assistant Superintendent should bring about conferences to achieve more involvement of both general and vocational staff in the State Department of Education, and of the staff in the several universities of the state. Such intensified involvement is absolutely essential for the benefit of the Project program -- and for the benefit of the state education agency as well as the universities. Each of the three needs the other two for related reasons, and the involvement of each will enhance the other two.

13. Project Objective: To improve the status, scope and image of vocational-technical education.

Findings: Progress continues to be excellent in the second year as it was in the first. There is some lack of definition between the terms "vocational-technical" and "career" education.

Recommendations: The recommendations made for this objective in the third party evaluation for the first year of the Project have been only partially realized, and they need continued attention. In fact, the need for implementation of items A, B, C, D and E in the recommendations for this objective as outlined in the evaluation report (p. 55) for the first year are even more urgent now.

14. Project Objective: To design and consumate an objective and effective evaluation to be utilized for periodic modification of the Project.

Findings: The Assistant Superintendent, the Superintendent, teachers, counselors, Project staff and others have cooperated wholeheartedly in this evaluation. Many of the recommendations for the first year have been completely implemented, and most others are in the process.

Recommendations: There is need for personnel from the general education staff of the state education agency to be involved (vocational staff have to some extent already been involved). The third-party evaluation will become more meaningful, and especially so the results of student achievement tests, if teachers proceed to identify desirable student outcomes in career education, and if the achievement tests truly measure these. Steps should be initiated to get university formal and informal involvement here.

15. Project Objective: To plan and promote expansion of "The Next Step" project activities to other districts (including private schools.)

Findings: Progress to date has been steadily progressing, with the second year progress exceeding that of the first year, appropriately so. There have been many visitors from local schools, and Project staff have made many presentations to many groups and organizations.

Recommendations: Activity to achieve this objective should be greatest (by far) during the 3rd year which begins November 1, 1972. There is need for much greater involvement of state education agency and staff from the several universities in the state. This is to suggest that the state education agency, if it sees fit to do so, is in the optimum position to precipitate needed action and to provide the most appropriate leadership for not only its own staff, but likewise, from the university sector. The state education agency might begin by calling selected university representatives and Project representation to meet with state staff on this matter.

D. Summary of Evaluation Findings And Recommendations

The Office of Education policy paper (AVL-V70-1) of October 2, 1969 outlined five aspects which should be combined into one operational setting in order to merit the funding of an exemplary program such as "The Next Step." Following is a summary of this third party evaluation in those terms.

1. "Provision for broad occupational orientation at the elementary and secondary school levels so as to increase student awareness of the range of options open to them in the world of work."

   Findings: The Project has made fine progress in this respect at the elementary levels; satisfactory progress at the junior high level; and only minimal progress at the high school level by the end of the second year.

   Recommendations: Greatly accelerated action is in order at the high school level. It may be most feasible to secure progress in the new high school soon to be launched. For that reason especially, consideration should now be given to concentrating inservice on planning a total career education program in the new high school.

2. "Provision for work experience, cooperative education and similar programs, making possible a wide variety of offerings in many occupational areas."

   Findings: Again, some excellent progress with dropouts in the high school, and in the vo-tech school. A definite lack of progress to date otherwise.

   Recommendations: Should be intensive action in the third year, especially in planning the program for the new high school. Also a need for a greatly increased volume and variety of work experiences in elementary, junior high and the existing high school.

3. "Provision for students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to the time that they leave school (some of these might be very intensive and of short duration)."

   Findings: Some significant action on this took place in the vo-tech school early in the summer of 1972.

   Recommendations: Special emphasis is warranted to this in the third year, and this should involve consideration to the needs of students in the two high schools.

4. "Provision for intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling (placement might be in a job or post secondary training. . .)"

   Findings: Inadequate attention is currently being given to this need.

   Recommendations: Counselors, Project staff, state education agency staff and university staff should convene and plan on inservice activity with four objectives in mind:

   1. To review current concepts of career education
   2. To devise new roles and responsibilities designed to improve career counseling
   3. To devise strategies for implementing improved career counseling
   4. To implement the improved career counseling program in the Helena schools

5. "Provision for the grantee or contractor to carry the program on with support from regular funding sources after the termination of the Federal assistance under Part D of P. L. 90-576 (Federal assistance under Part D cannot exceed three years)."

   Findings: In effect, in terms of new emphases in the classroom, some progress has been made toward this provision. However, the third and final year of this federal funding begins November 1, 1972. Many aspects of "The Next Step" program have been very effective and received with enthusiasm. Plans for local support are generally vague or indefinite.

   Recommendation: Plans for supporting those many facets of the program which should be continued should be made prior to January 1973, in order to receive budgetary consideration for the 1973-74 school year. The Assistant Superintendent and Project staff should develop specific recommendations accordingly during the months of November and December 1972. The Office of Education, if it is concerned with this criterion, should consider asking Helena District staff for an indication of that which is planned at this time.

Other Recommendations: Finally, and in summary, the matter of inservice for staff as referred to earlier should include the several areas mentioned under recommendations for Project Objective number 11.

Emphasis should be given to the matter of cluster taxonomy and priorities as previously indicated in this evaluation report.

Planning for an overall Career Education program in the new high school has a great potential to insure the best education for all students therein.

There is urgent need for the development of an official position and Board policy on Career Education.

The third party evaluator and staff have been impressed with the progress and quality of "The Next Step" program to date in general. The recommendation here is for continued funding, qualified by the recommendations herein.

E. Baseline Achievement Data
For Helena Schools at Three Grade Levels

Part 1

Perceptions, Knowledge and Attitudes
Pertaining to Selected Aspects of Career Education
as Expressed by 5th Grade Students

(All Numbers are Percentages)

1. Do you know what you want to do when you graduate from high school?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	59	54	63	61	60	38	57	58	72	46
No	38	44	33	36	40	58	43	36	20	50
N =	480	68	68	72	45	26	53	74	50	24

No Comment

2. Do you have to go to college to get a good job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	66	62	78	58	69	73	57	69	64	75
No	29	34	21	31	27	23	38	28	24	21

Comment: The "College Bound Success Syndrome" is fairly well established by the time these children reach the 5th grade.

3. Do you know what a trade school is?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	16	13	7	16	7	11	19	22	20	24
No	83	85	91	82	93	81	81	77	76	71

Comment: Cultural bias in favor of college is evident. (Compare this with #2.) Post high school options are now known at this point in time.

4. Can you work any hours you want to in a job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	15	13	18	10	22	42	15	9	14	13
No	78	82	74	82	76	58	79	81	78	79

Comment: Time value is evident and comprehensible to 5th graders.

5. Could an employment agency help you get a job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	83	88	74	85	84	81	77	88	88	75
No	8	6	10	6	4	19	13	3	6	13

No Comment

6. Do you have to have a social security number to get a job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	37	46	35	29	53	31	32	47	22	33
No	41	25	40	40	38	65	49	42	46	42

No Comment

7. Do you know how to get a social security number?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	13	6	9	8	18	8	25	14	22	17
No	82	91	88	83	80	88	72	82	70	83

No Comment

8. Do you know what a job interview is?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	39	37	28	38	47	42	47	43	38	42
No	58	63	72	57	51	58	49	51	58	54

No Comment

9. Should you take a friend with you on a job interview?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	14	6	16	13	22	27	19	15	12	0
No	62	61	49	60	69	73	66	65	64	67

No Comment

10. Do you think you should start saving money now if you want to go to school when you graduate from high school?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	89	94	91	91	87	85	83	88	84	96
No	8	3	6	4	11	15	15	8	8	0

Comment: Somehow, the idea that post high school education is expensive seems to be learned already.

11. If you wanted to find a job, do you know where to look?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	61	65	53	58	47	46	66	72	64	71
No	36	32	44	38	47	54	32	23	32	29

No Comment

12. Would it be a good idea to visit someone who does the kind of work you want to do?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	94	93	99	90	93	96	92	97	88	92
No	4	7	1	1	4	4	4	0	8	4

Comment: The need for field trips may be evidenced here.

13. Do you ever go on field trips to find out about different kinds of jobs?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	59	46	47	66	78	85	34	68	62	58
No	37	51	49	26	20	15	62	26	32	42

Comment: Do those who respond "No" not go on field trips or do they not understand why they are going?

14. Is it important to go to work every day you are supposed to?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	93	90	90	94	98	88	94	97	88	92
No	5	9	7	1	2	8	6	0	8	4

Comment: A sense of responsibility is perceived at this relatively early age.

15. Is a hobby the same thing as an occupation?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Yes	27	24	31	22	22	58	28	19	28	29
No	50	46	37	44	64	42	66	57	44	58

No Comment

16. Where would it be best to learn how to be a plumber?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
University	21	13	22	29	29	12	21	16	20	25
Trade School	37	43	31	24	24	58	40	41	44	46
Business School	48	46	51	46	58	50	53	47	46	33

Comment: Perhaps the role of post secondary institutions is very similar in the minds of present 5th graders.

17. If you had a job that started at 9:00 A.M., what is the best time to be there?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
9:15 A. M.	13	4	18	11	27	12	8	18	14	4
9:00 A. M.	17	12	22	15	16	0	23	15	16	33
8:30 A. M.	21	19	22	14	29	27	23	19	26	8
8:45 A. M.	62	76	49	72	51	62	68	55	54	75

Comment: Responsibility and the valuing of time seem to be concepts which 5th graders can deal with.

18. During a job interview what should you ask about?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Working Hours	33	15	46	31	42	50	25	39	32	13
Money	26	12	46	21	29	38	17	35	24	13
Job Duties	25	19	22	33	33	38	15	27	24	4
All of the above	55	65	37	61	47	38	66	50	50	86
None of the above	2	6	1	0	2	4	0	1	4	0

No Comment

19. Who or what has helped you the most in deciding what job you might like to do?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Parents	43	50	49	43	49	50	45	47	20	17
Teacher	13	6	12	14	16	15	8	14	18	17
Book	15	4	9	18	24	19	11	11	20	33
Hobbies	36	31	40	24	22	50	42	34	32	58

No Comment

20. Would you rather work with animals or people?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Animals	55	60	44	46	62	69	60	55	50	71
People	47	40	60	46	44	42	43	55	44	33

No Comment

21. If you would rather work with animals, do you think you would be happier being a veterinarian or a clerk in a department store?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Veteri-arian	69	78	59	61	62	92	79	73	64	63
Clerk	25	16	28	25	33	15	19	24	32	38

No Comment

22. Is it more important to earn a lot of money or to be happy working in a job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Money	26	32	24	16	31	46	34	20	26	17
Happy	79	74	81	86	78	54	75	86	76	92

No Comment

23. When should you start looking for a summer job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
July	22	21	24	21	29	19	19	23	20	21
May	56	59	54	56	58	42	45	58	70	63
Jan.	23	24	15	22	13	58	43	16	18	17

No Comment

24. If you worked during the summer, what did you do with the money?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Bought lothes	15	13	19	13	22	15	8	16	16	21
Bought some-thing I anted	28	29	26	28	29	19	42	20	14	54
Savings Account	67	74	66	63	66	81	64	68	68	58

No Comment

25. Who could you ask to help you find a job?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
arents	54	51	57	42	62	81	45	64	42	58
Teacher	6	3	9	4	2	15	2	4	12	17
riend	14	7	10	14	20	4	23	19	16	8
All of bove	30	37	24	46	22	8	32	23	30	33
None of Above	10	12	13	6	11	8	13	8	14	4

No Comment

26. Which job or jobs may mean life or death to people in your community?

	All Schools	C. R. Anderson	Broad-water	Cen-tral	Lin-coln	Smith	Jeff-erson	Ross-iter	Bjork	Haw-thorne
Fireman	81	76	79	90	78	77	81	82	78	86
Policeman	79	82	76	89	71	73	72	85	72	83
Barber	1	1	1	1	0	8	0	0	4	0
Store Clerk	8	3	7	6	11	12	13	10	6	4
Doctor	48	44	50	54	53	54	42	50	42	46

No Comment

Part 2

Perceptions, Knowledge and Attitudes
Pertaining to Selected Aspects of Career Education
as Expressed by 8th Grade Students

1. Do you have to go to college to get a satisfying job?

	N =	Yes	No
Jr. High	315	35%	62%
C.R. Anderson	284	32%	58%
Total	599	34%	60%

Comment: The "College Success" bias found in Grade 5 is evident here also.

2. Do you have to have a social security number in order to work?

	Yes	No
Jr. High	62%	34%
C. R. Anderson	59%	26%
Total	60%	31%

No Comment

3. Does your state have a state income tax?

	Yes	No
Jr. High	85%	11%
C. R. Anderson	69%	13%
Total	77%	12%

Comment: Is there a reason, outside of school, for the differences?

4. Do you have to have a social security number to file an income tax return?

	Yes	No
Jr. High	64%	28%
C. R. Anderson	65%	18%
Total	58%	23%

No Comment

5. Do you know what you want to do as a career?

	Yes	No
Jr. High	55%	41%
C. R. Anderson	51%	42%
Total	53%	42%

Comment: It would be interesting to discuss this with the students to clarify how they know. (Also see 12th Grade, #5 - same results as in 8th Grade.)

6. Would job training be more helpful to your job choice than going to college?

	Yes	No
Jr. High	44%	48%
C. R. Anderson	45%	37%
Total	45%	43%

Comment: If this is so, does the school have anything to offer the 45% responding "Yes"?

7. Do you know how to make up a personal data sheet?

	Yes	No
Jr. High	22%	77%
C. R. Anderson	9%	85%
Total	16%	81%

Comment: An interesting school difference. Is it taught in one school, or is it learned at home?

8. Would you like to know more about what to do during a job interview?

	Yes	No
Jr. High	88%	12%
C. R. Anderson	88%	10%
Total	88%	11%

Comment: The district Career Education Curriculum Personnel should fix responsibility to insure this happening at some time during the students' careers in school.

9. Do you know which jobs are most related to your best abilities?

	Yes	No
Jr. High	49%	49%
C. R. Anderson	43%	54%
Total	46%	51%

Comment: The aptitude testing and interpreting program should assess its efforts. (Also see Item #10, below.)

10. Do you feel more guidance would be helpful to you in deciding upon a career?

	Yes	No
Jr. High	66%	31%
C. R. Anderson	59%	33%
Total	63%	32%

Comment: (See above.)

11. Are you aware of the demand there is (or will be) for the career you have been thinking of following?

	Yes	No
Jr. High	51%	45%
C. R. Anderson	52%	41%
Total	51%	43%

Comment: This also relates to the career counseling effort.

12. If you have a savings account in a bank, can you write checks on it?

	Yes	No
Jr. High	27%	72%
C. R. Anderson	24%	64%
Total	25%	68%

No Comment

13. Is there someone in your school who could help you find a job?

	Yes	No
Jr. High	53%	40%
C. R. Anderson	46%	31%
Total	50%	35%

No Comment

14. Is it important for you to decide upon a career right now?

	Yes	No
Jr. High	44%	51%
C. R. Anderson	32%	55%
Total	39%	53%

No Comment

15. If you file a federal income tax return do you also have to file a state income tax return?

	Yes	No
Jr. High	53%	33%
C. R. Anderson	32%	19%
Total	43%	26%

Comment: Is this difference between schools related to #3 and #7?

16. Must you file an income tax return at your age?

	Yes	No
Jr. High	6%	89%
C. R. Anderson	4%	80%
Total	5%	84%

No Comment

17. If you dropped out of school today, could you find a job to support yourself?

	Yes	No
Jr. High	17%	79%
C. R. Anderson	23%	67%
Total	20%	73%

No Comment

18. Should school courses you have taken appear on your personal data sheet?

	Yes	No
Jr. High	74%	19%
C. R. Anderson	61%	14%
Total	68%	17%

No Comment

19. Is it a good idea to take a friend with you on a job interview?

	Yes	No
Jr. High	15%	82%
C. R. Anderson	13%	75%
Total	14%	79%

No Comment

20. Is a hobby the same thing as a career?

	Yes	No
Jr. High	19%	73%
C. R. Anderson	11%	74%
Total	15%	73%

No Comment

21. During a job interview which of the following should you ask about?

	Working Hours	Salary	Benefits	Job Duties	All of These	None of These
Jr. High	2%	1%	0	2%	77%	1%
Anderson	0	1%	1%	1%	83%	1%
Total	1%	1%	1%	2%	80%	1%

No Comment

22. Who or what has had the most influence on your career plans?

	Parents	Teachers	Hobbies	Desire for Security	Personal Interest	Other
Jr. High	18%	3%	5%	2%	41%	7%
Anderson	15%	4%	8%	2%	42%	8%
Total	16%	4%	7%	2%	41%	8%

No Comment

23. If you have taken aptitude tests, have they helped you to discard or add new areas of possible employment?

	Helped Add New Areas	Helped Discard Areas	Not Helped At All	No Tests Taken
Jr. High	14%	3%	5%	70%
Anderson	9%	4%	13%	55%
Total	12%	3%	9%	63%

Comment: Counseling and guidance personnel should decide how best to remedy this situation.

24. Which is the most important in deciding a job to take?

	Money	Working Conditions	Personal Satisfaction	Other
Jr. High	11%	9%	53%	5%
Anderson	8%	12%	53%	6%
Total	11%	11%	53%	6%

No Comment

Part 3

Perceptions, Knowledge and Attitudes
Pertaining to Selected Aspects of Career Education
as Expressed by 12th Grade Students

(N = 509)

1. Do you feel you have to go to college to get a satisfying job?

Yes 30% No 70%

Comment: This is quite a change from 5th and 8th graders, but still reflects the "College-Success" bias.

2. Do you feel limited in pursuing a career because of lack of money to attend a school (college, business, trade)?

Yes 34% No 65%

Comment: Does the school offer any assistance for the 34%? Who has the responsibility?

3. Is it necessary to have a social security number in order to work in a department store?

Yes 95% No 3%

No Comment

4. Does your state have a state income tax?

Yes 92% No 7%

No Comment

5. Do you know what you want to do as a career?

Yes 56% No 42%

Comment: This is almost identical to the 8th graders' response (#5). Have students had any opportunity to test tentative career choices?

6. If so, do you know if you need more formal education or skilled training?

Yes - Formal	Yes - Skilled	No More	Don't Know
25%	26%	5%	21%

No Comment

7. If you dropped out of school today, could you find a job to support yourself?

Yes 48% No 50%

No Comment

8. Do you know how to make up a personal data sheet?

Yes 46% No 53%

Comment: This is a sizable increase over the 8th grade.

9. Do you feel you need to know more about what to do during a job interview?

Yes 58% No 41%

Comment: Compare this with 8th grade (#8) response. Something has been done, but much more is needed.

10. Would you like to have further explored skills necessary for various jobs during high school?

Yes 78% No 20%

Comment: This addresses itself directly to the students' desire for some sort of career exploratory program.

11. Do you know which jobs are most related to your best abilities?

Yes 60% No 38%

Comment: There is a slight increase here over the 8th grade response.

12. Do you feel more guidance would be helpful to you in deciding upon a career?

Yes 65% No 33%

Comment: Again, this is almost identical to the 8th grade response (see #1).

13. Would the fact that you are reserved rather than gregarious (or vice versa) have any effect on your ability to perform in any job?

Yes 54% No 43%

No Comment

14. Are you aware of how much demand there is (or will be) for the occupation you have chosen?

Yes 50% No 47%

Comment: Evidently there is no difference about occupational situations between Grade 8 and Grade 12 (see 8th grade # 11).

15. If you have taken any aptitude tests, have they helped you to discard or add new areas of possible employment?

Yes 23% No 37% No Tests Taken 38%

Comment: The seniors evidently feel that the aptitude testing efforts should be increased.

16. Is it necessary for you to commence working as soon as you graduate?

Yes 57% No 41%

Comment: Is the curriculum designed with this in mind?

17. Can you "afford" to spend one or more years going to school after you graduate from high school?

Yes 67% No 30%

Comment: There may be some inconsistency showing up as a result of questions # 16 and #17, or it may be that the student must work if he plans on additional school of any kind.

18. Can you live at home and attend school after you graduate from high school?

Yes 55% No 42%

No Comment

19. Do you have to have a social security number in order to file an income tax?

Yes 93% No 4%

No Comment

20. Is it a good idea to take a friend with you on a job interview?

Yes 1% No 98%

Comment: A decided change from 8th grade responses.

21. Who or what has had the most influence on your career plans?

Parents	Teachers	Desire for Security	Personal Interests	Other
8%	2%	6%	65%	7%

Comment: Personal interests is still the greatest response, as it is in the 8th grade.

22. If you have picked a specific occupation to follow, do you know what skills and/or talents are needed?

Yes 66% No 26%

No Comment

23. For those who are planning to go on to a school of some kind (business, college, trade):

A. Are you aware of the deadlines for filing an application of admission?

Yes 33% No 31% Don't Know 20%

23. (continued)

B. Are any scholarships available?

Yes 34% No 10% Don't Know 39%

C. Do you know the deadline date for applying?

Yes 23% No 61%

D. Are loans available from the school of your choice?

Yes 26% No 6% Don't Know 53%

E. If so, are you aware of the deadline date for applying for a loan?

Yes 11% No 62%

No Comment

24. Approximately how much will it cost you to go to school for one year (tuition, fees, room, board, books, supplies, etc.)?

$100.00 to $500.00	$600.00 to $1,000.00	$1,100.00 to $2,500.00	$3,000.00 or More	Don't Know
2%	9%	35%	6%	36%

No Comment

25. If you have worked during the summer or school year:

A. Has this affected your career choice?

Yes 29% No 64%

B. Did you have several jobs to choose from?

Yes 33% No 60%

25. (continued)

C. Did you work in order to earn money for:

Clothes	College	Business School	Trade School	School Activities	Other
38%	26%	1%	2%	16%	51%

Comment: These jobs were probably for the purpose of earning money, rather than to learn about different careers.

26. Would job training be more helpful to your job choice than going to college?

Yes 46% No 44%

No Comment

27. Should school courses you have taken appear on your personal data sheet?

Yes 78% No 13%

Comment: About the same response as the 8th grade.

28. During a job interview which of the following should you ask about?

Working Hours	Salary	Benefits	Job Duties	All of These	None of These
1%	1%	.2%	5%	80%	4%

No Comment

F. Perceptions, Knowledge and Attitudes
Pertaining to Selected Objectives of Career Education
as Expressed by Montana State Department of Education Staff
(N = 37)

1. To broaden occupational orientation at the elementary, junior high and high school levels

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
54%	32%	14%	11%	38%	51%

No Comment

2. To broaden occupational aspirations and opportunities for youths (including those who have academic, socioeconomic, or other handicaps)

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
86%	3%	11%	8%	35%	37%

Comment: A highly desirable objective, but its existence is highly questioned.

3. To specifically identify dropouts (at whatever level), pinpoint causes for dropouts, plan preventative and remedial programs, and promote implementation thereof

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
86%	8%	6%	11%	32%	57%

Comment: A highly desirable objective, but evidently knowledge of persons promoting this objective are relatively unknown.

4. To identify and develop new opportunities for work experience and cooperative education in several occupational areas

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
86%	5%	9%	27%	27%	46%

Comment: A highly desired objective about which some knowledge is generally known.

5. To provide more, practical work experience for youth at various grade levels and to have such experience characterized by learning while doing, significant responsibility for productive service to an employer, reimbursement (from employers) to the student for service rendered, and recognition of educational values (of such work experience) by awarding formal credit

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
81%	0	19%	16%	27%	57%

Comment: Not quite as much is known about this kind of "work experience" as above. Perhaps the clouding is due to the issue of "pay" and "credit."

6. To achieve a more realistic picture of job opportunities and to utilize such information in training for employment

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
92%	3%	5%	16%	38%	46%

Comment: A good argument in favor of utilizing manpower data. This also mirrored in the 12th grade (question # 14) and 8th grade (question #11).

7. To have the curriculum in the district designed to develop some degree of employability at the following grade levels:

A. Grades K - 6

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
14%	59%	27%	0	51%	49%

7. (continued)

B. Grades 7 - 8 - 9

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
41%	32%	27%	3%	41%	56%

C. Grades 10 - 11 - 12

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
81%	3%	16%	24%	30%	46%

D. Grades 13 - 14

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
92%	0	8%	43%	14%	43%

Comment: Employability seems to be a greater concern with the grade level increase. Also knowledge of existence about employability increases in a similar manner.

8. To develop the assumption of responsibility for placement of students at whatever level they leave the school system

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
35%	46%	19%	0	57%	43%

Comment: The undesirability of this objective appears to be an unwillingness to assume accountability of responsibility for logical outcomes of #6, #7D, #9, #13, and #29.

9. To create bridges between school and earning a living for young people who are still in school, or who have left school either by graduation or dropout, or who are in post-secondary programs of vocational preparation

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
65%	8%	27%	8%	43%	49%

No Comment

10. To make greater use of existing school facilities, especially during the summer months

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
97%	0	3%	5%	46%	49%

Comment: "Greater use of school" is almost as good an idea as "Motherhood." The question is, who is doing it? Implied also, "who is promoting it?"

11. To improve the status, scope and image of career education

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
84%	5%	11%	14%	22%	64%

No Comment

12. To have the school assume joint responsibility to assist all types of students who leave the school (via graduation or dropout) in becoming located in an appropriate learning and/or working environment

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
68%	16%	16%	0	49%	51%

Comment: This would indicate the need for a follow-up effort in the schools.

13. To have the school's curriculum equip students to cope with the possible eventual necessity to change from one occupation or career to another

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
81%	16%	3%	0	41%	59%

Comment: This points up the need to provide education based on the "broad concept" approach rather than a more traditional "skill" oriented approach.

14. To have some phase of career education provided at each of the following levels in the school district:

	Desired			Exists		
	Yes	No	Unknown	Yes	No	Unknown
A. Grades K - 6	57%	10%	33%	14%	19%	67%
B. Grades 7-8-9	95%	3%	2%	16%	24%	60%
C. Grades 10-11-12	81%	0	19%	16%	19%	65%
D. Grades 13 - 14	89%	0	11%	22%	11%	67%
E. Adult basic educ.	84%	0	16%	24%	11%	65%

Comment: Career education at the K-6 level is not agreed upon by all people. One aspect of this shows up in #7A and also in #25A. Based upon written comments on the questions, the investigator would conclude that the goals and activities of career education at K - 6 are not fully understood.

15. To have the school be primarily concerned with preparing students for college

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
11%	86%	3%	46%	5%	49%

Comment: The schools are still performing largely a college prep function even though most agree that it should not be done.

16. To have the school maintain records on the placement and progress of students (in college and in employment) to facilitate evaluation of career education in the school

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
73%	24%	3%	16%	33%	51%

No Comment

17. To have the community actively participate (not to be confused with "dictate") in policy-making for the school

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
89%	3%	8%	16%	30%	54%

No Comment

18. To have advisory committees as an essential part of the school communication system

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
81%	3%	16%	11%	27%	62%

No Comment

19. To have regularly certificated staff supplemented in the classroom by persons currently recognized and employed as experts in various career fields

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
89%	8%	3%	5%	27%	68%

Comment: If this is brought about, there will be ramifications concerning certification, salary and State and District policy. (See also question #23.)

20. To have a wide variety of community resources utilized for career education

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
92%	3%	5%	8%	35%	57%

Comment: Perhaps #17 and #18 might provide a partial solution for the "Desired - Exists" discrepancy shown here.

21. To have career education teachers in the school qualified to perform in their field or specialization in industry

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
57%	19%	24%	11%	27%	62%

No Comment

22. To have career education teachers periodically work in industry to update their skill and knowledge

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
73%	19%	8%	0	41%	59%

Comment: This is evidently a desirable idea.

23. To have differentiated staff with differentiated salaries utilized in the conduct of career education

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
57%	11%	32%	3%	24%	73%

Comment: (See also question #23.)

24. To have such segments of the community as business, industry and other employers influence the school's curriculum

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
70%	8%	22%	11%	19%	70%

Comment: (See also questions #17, #18, and #20.)

25. To have exploratory activities in career education (such as visits and experiences in business and industrial establishments) occur at the following levels:

	Desired			Exists		
	Yes	No	Unknown	Yes	No	Unknown
A. Grades K - 5	54%	19%	27%	22%	19%	59%
B. Grades 6 - 7 - 8	78%	11%	11%	19%	19%	62%
C. Grades 9-10-11-12	81%	11%	8%	27%	11%	62%

Comment: (See comment under #14.)

26. To have career education aspects of the school curriculum deal with the professions (such as engineering, medicine, law, etc.) as well as business and industry

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
92%	3%	5%	14%	14%	72%

26. (Continued)

Comment: This calls for including all careers and not limiting it to those which are traditionally "reimbursable."

27. To have the school arrange for on-the-job work experience which is not supervised by school staff

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
43%	38%	19%	5%	22%	73%

Comment: Work experience should be supervised, at least in part, by the school staff judging by the response here compared with responses to #5, #6, and #28.

28. To have the school arrange for on-the-job work experience (for students generally) which is supervised by school staff cooperating with employers

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
84%	0	16%	38%	5%	57%

Comment: (See previous comment.)

29. To have the school's curriculum meet the needs of all students, those who will attain a baccalaureate degree and those who will not

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
92%	3%	5%	5%	41%	54%

Comment: This points out the universality of the need statement and contrasts it with what is actually being done.

30. To have the school teach all students how to work (such as how to apply for a job, how to dress, punctuality, responsibility, and good work habits generally)

Desired			Exists		
Yes	No	Unknown	Yes	No	Unknown
84%	3%	13%	11%	30%	59%

No Comment

G. Perceptions of Career Education by Various Adult Groups

(Total Group = 76)

1. Some schools provide learning experiences designed to help students become aware of the broad field or world of careers and the potential opportunities for future employment.

   A. In this respect, what is your school doing now?

	A lot	Some	Very Little	Don't Know
Teachers	33%	64%	0	0
Principals	62%	38%	0	0
Central Office Staff	67%	33%	0	0
Board Members	75%	25%	0	0
Counselors	36%	55%	9%	0
Total	42%	55%	1%	0

   Comment: Counselors and teachers tend to have similar perceptions here - compare this with #2.

2. Should your school be doing more or less on this?

	Much more	Some more	Less	Nothing	Don't Know
Teachers	13%	56%	2%	2%	7%
Principals	0	100%	0	0	0
Central Office Staff	0	100%	0	0	0
Board Members	25%	75%	0	0	0
Counselors	55%	36%	0	0	0
Total	17%	63%	1%	1%	4%

   Comment: (See comment #1.)

3. Who should be directly responsible for developing student awareness to the broad field of careers? Check all which apply:

	Counselors	Teachers	Parents	Others
Teachers	87%	98%	93%	29%
Principals	100%	100%	85%	31%
Central Office Staff	100%	67%	67%	0
Board Members	100%	100%	100%	50%
Counselors	91%	100%	91%	0
Total	90%	97%	91%	25%

Comment: Board members tend to think counselors, teachers, and parents are equally responsible.

4. Which students need more of this kind of education than they are now getting? Check those which apply:

	All Students	Some Boys	Some Girls	Academically Talented	Not Academically Talented	Economic Deprived	Ethnic Minority	Other
Teachers	20%	0	0	0	73%	18%	13%	11%
Principals	8%	15%	15%	0	70%	8%	8%	8%
Cen.Off.Staff	33%	0	0	0	100%	0	0	33%
Board Members	25%	0	0	0	50%	50%	25%	0
Counselors	18%	0	0	0	73%	9%	9%	9%
Total	18%	3%	3%	0	72%	16%	12%	11%

No Comment

5. Individual schools may or may not provide instruction designed to make the student aware of his own abilities, likes, dislikes, and potential for earning a living and serving society in a productive manner:

A. What is your school now doing?

	A lot	Some	A Little	Nothing	Don't Know
Teachers	20%	53%	13%	0	0
Principals	38%	62%	0	0	0
Central Off. Staff	67%	33%	0	0	0
Board Members	50%	50%	0	0	0
Counselors	9%	82%	9%	0	0
Total	25%	58%	9%	0	0

No Comment

5. (continued)

B. What <u>should</u> your school be doing in this regard?

	Nothing	Some More	Much More	Don't Know
Teachers	0	53%	20%	0
Principals	0	85%	15%	0
Central Office Staff	0	67%	33%	0
Board Members	0	50%	50%	0
Counselors	0	27%	64%	0
Total	0	55%	28%	0

Comment: Most people will agree that more needs to be done. A long-range plan (written) with input from all concerned should be considered.

6. Concerning the matter of your school providing instruction and activities (such as field trips, outside speakers, etc.) in an effort to broaden the career aspirations of all students:

A. What does your school now do?

	A lot	Some	Little	Nothing	Don't Know
Teachers	40%	56%	4%	0	0
Principals	54%	31%	7%	0	0
Central Office Staff	33%	67%	0	0	0
Board Members	50%	50%	0	0	0
Counselors	36%	64%	0	0	0
Total	42%	53%	4%	0	0

Comment: Students' responses and comments indicate that much more is needed.

B. What should your school do?

	Much more	Same	Less	Nothing	Don't Know
Teachers	36%	38%	0	0	0
Principals	54%	46%	0	0	0
Central Office Staff	100%	0	0	0	0
Board Members	50%	0	0	0	0
Counselors	64%	27%	0	0	0
Total	24%	34%	0	0	0

Comment: (See above, #6A)

7. Does your school identify and maintain a list of dropouts?

	Yes	No
Teachers	36%	11%
Principals	54%	31%
Central Office Staff	100%	0
Board Members	75%	25%
Counselors	82%	9%
Total	50%	14%

Comment: Items #7, #8, #9, and #10 deal with dropouts. Is anything done with this information?

8. Does your school identify the reason for each dropout?

	Yes	No
Teachers	16%	13%
Principals	54%	31%
Central Office Staff	100%	0
Board Members	75%	25%
Counselors	82%	0
Total	38%	14%

Comment: (See #7)

9. Is it possible to identify potential dropouts before they physically leave school?

	Yes	No
Teachers	87%	0
Principals	85%	8%
Central Office Staff	100%	0
Board Members	50%	0
Counselors	100%	0
Total	87%	1%

Comment: (See #7)

10. Does your school attempt to identify potential dropouts?

	Yes	No
Teachers	47%	7%
Principals	92%	8%
Central Office Staff	100%	0
Board Members	100%	0
Counselors	73%	9%
Total	63%	36%

Comment: (See #7)

11. For which (if any) types of students in your school is some form of work experience (part-time, with pay, without pay, with or without academic credit, etc.) desirable?

	Not Academically Inclined	Academically Talented	All Students	No Students	Others
Teachers	16%	13%	42%	16%	2%
Principals	0	8%	54%	23%	0
Central Office Staff	100%	67%	67%	0	0
Board Members	50%	25%	50%	0	0
Counselors	27%	36%	73%	0	9%
Total	20%	18%	50%	13%	3%

Comment: No direct comment, but see #13.

12. In what types of careers should <u>some</u> <u>form</u> of work experience be provided?

	A*	B	C	D	E	F	G	H	I	J	K	L	M
Teachers	**29	18	26	36	29	24	20	27	29	26	31	29	11
Principals	0	0	15	15	8	0	0	15	8	8	0	0	0
C. O. Staff	100	100	100	100	100	100	100	100	100	100	100	100	100
Bd. Members	75	0	25	25	75	0	0	25	00	75	75	25	0
Counselors	73	27	36	73	73	64	27	73	64	73	73	73	0
Total	36	18	29	39	37	28	20	34	32	36	37	33	9

*A = Electrical
B = Real Estate
C = Transportation
D = Communication
E = Sales
F = Medicine
G = Law
H = Public Service
I = Teaching
J = Secretarial
K = Construction
L = Automotive
M = Other

**All figures in #12 are percentages.

13. Should the school cooperate with business, professional and industrial employers to arrange work experience for which the student receives pay?

	Yes	No
Teachers	71%	11%
Principals	62%	23%
Central Office Staff	100%	0
Board Members	100%	0
Counselors	100%	0
Total	76%	11%

Comment: The question of pay and credit seem to change the question which deals with whether work experience is good for a student. See items #14 and #15.

14. Should the school arrange for work experiences in which the student receives some work experience but receives no pay?

	Yes	No
Teachers	69%	13%
Principals	54%	15%
Central Office Staff	100%	0
Board Members	75%	25%
Counselors	73%	18%
Total	68%	14%

Comment: See #13.

15. Should the student get academic credit for work experience (such as in a garage, store, state agency, school, real estate office, etc.) if that experience was coordinated by the school?

	Yes	No
Teachers	69%	13%
Principals	38%	23%
Central Office Staff	67%	33%
Board Members	100%	0
Total	68%	14%

Comment: See #13.

16. Should the school arrange for students to receive work experience? (Check all which apply)

	During School Hours	Outside School Hours	During Vacation
Teachers	51%	44%	31%
Principals	38%	23%	31%
Central Office Staff	67%	100%	67%
Board Members	25%	75%	50%
Counselors	82%	82%	45%
Total	53%	50%	36%

No Comment.

17. How desirable or necessary is it that school staff be aware of probably potential job opportunities for graduates?

	Not Essential	Nice, but not too Important	Essential	Immaterial
Teachers	C	8%	78%	0
Principals	0	31%	46%	7%
Cen. Off. Staff	0	0	100%	0
Board Members	0	25%	75%	0
Counselors	0	9%	73%	0
Total	0	13%	72%	1%

Comment: This has implications for local in-service programs.

18. How much <u>does</u> the school staff know about probably needs for manpower?

	A great deal	Some	Not Much
Teachers	4%	56%	20%
Principals	8%	77%	7%
Central Office Staff	0	100%	0
Board Members	50%	50%	0
Counselors	9%	73%	9%
Total	8%	63%	14%

Comment: Same comment as #17. Also, see 12th grade comments on item #14, and, 8th grade responses to item #11.

19. Should the schools prepare youth for eventual employment in the local community?

	Yes	No
Teachers	67%	13%
Principals	62%	23%
Central Office Staff	67%	0
Board Members	75%	0
Counselors	82%	9%
Total	68%	13%

No Comment

20. Should the schools assume that youth may be working some day in another community or state?

	Yes	No
Teachers	89%	4%
Principals	92%	0
Central Office Staff	100%	0
Board Members	100%	0
Counselors	100%	0
Total	92%	3%

No Comment

21. Does your school endeavor to teach students, skills necessary for successful work in the community?

	Yes	No
Teachers	62%	6%
Principals	62%	31%
Central Office Staff	100%	0
Board Members	100%	0
Counselors	73%	9%
Total	67%	11%

No Comment

22. Should your school do more or less than it currently does in teaching students skills of how to work?

	Much More	Some More	Same	Less	Nothing
Teachers	29%	40%	16%	0	0
Principals	31%	62%	0	0	0
Central Off. Staff	67%	33%	0	0	0
Board Members	50%	50%	0	0	0
Counselors	73%	9%	18%	0	0
Total	38%	39%	12%	0	0

No Comment

23. Who should have responsibility for teaching students skills in how to work?

	Vocational Educators	All Teachers	Some Teachers	Counselors	Others
Teachers	2%	60%	0	0	0
Principals	0	54%	0	0	0
Central Off. Staff	33%	0	0	0	0
Board Members	0	0	25%	0	0
Counselors	9%	64%	0	0	0
Total	4%	54%	1%	0	0

Comment: This might well indicate a difference of role perception and should be examined very early as a potential communication problem.

24. Does your school assist students who leave the school (by graduation or otherwise) to get located in another school and/or to get employment?

	Yes	No
Teachers	27%	36%
Principals	77%	15%
Central Office Staff	53%	0
Board Members	50%	25%
Counselors	64%	18%
Total	42%	28%

No Comment

25. In your opinion <u>should</u> your school assist in placing students (in a suitable educational situation or on a job) who leave the school by graduation or otherwise?

	Yes	No
Teachers	40%	20%
Principals	70%	8%
Central Office Staff	33%	0
Board Members	100%	0
Counselors	73%	27%
Total	58%	17%

Comment: This item usually is another touchy one which polarizes around whether or not the school should "compete" with the employment office or should it help the student take the next step after high school, whether it is college or a job.

26. In your opinion, <u>should</u> school facilities be used more?

	Yes	No
Teachers	62%	8%
Principals	100%	0
Central Office Staff	100%	0
Board Members	75%	25%
Counselors	100%	0
Total	76%	7%

No Comment

27. Do you see a need for inservice training (in career education) for teachers or other staff?

	Yes	No
Teachers	62%	13%
Principals	92%	8%
Central Office Staff	100%	0
Board Members	100%	0
Counselors	100%	0
Total	76%	9%

No Comment

28. Does a lack of finances, equipment, facilities, or materials restrict career education in your school?

	Yes	No
Teachers	36%	36%
Principals	54%	38%
Central Office Staff	100%	0
Board Members	75%	25%
Counselors	55%	36%
Total	35%	26%

Comment: Apparently it is frequently a matter of perspective.

29. Should a formal course in Career Education for teachers be offered in your school?

	Yes	No
Teachers	60%	31%
Principals	54%	38%
Central Office Staff	67%	33%
Board Members	50%	25%
Counselors	64%	36%
Total	59%	33%

Comment: The words "in your" in the statement may have caused a problem with the item.

30. Should career education be required for all students?

	Yes	No
Teachers	58%	31%
Principals	100%	0
Central Office Staff	67%	0
Board Members	25%	25%
Counselors	64%	36%
Total	64%	25%

Comment: Is the difference due to lack of understanding of Career Education, or is it a real difference?

31. Do you have adequate career education information in your school library?

	Yes	No
Teachers	20%	31%
Principals	31%	62%
Central Office Staff	0	33%
Board Members	50%	50%
Counselors	9%	73%
Total	21%	43%

Comment: The inadequacy should be considered in the District's long-range plan.

32. Do you have adequate career education information for your school in the IMC?

	Yes	No
Teachers	33%	8%
Principals	23%	54%
Central Office Staff	0	33%
Board Members	25%	25%
Counselors	18%	55%
Total	28%	25%

Comment: (Same as #31)

33. Does your school have counselors who have adequate time available for career counseling?

	Yes	No
Teachers	31%	49%
Principals	46%	54%
Central Office Staff	67%	33%
Board Members	50%	0
Counselors	18%	82%
Total	34%	51%

Comment: The question of additional resources or a re-allocation of existing resources is raised here.

6. (e) Conclusions, Implications and Recommendations

(1) Serious administrative consideration must be given to expanded and continued support of career education and budgetary commitments for the fourth and fifth year of the project.

(2) Expanded program development is needed for the secondary level with emphasis on "Hands-on" experiences for the junior high students.

(3) Job observation and work experience activities should be increased for grades 10 - 11 - and 12 with credit being given to the student.

(4) Preventative and remediation planning should continue and a program design developed for drop-outs and potential drop-outs.

(5) There needs to be a greater involvement of state level personnel, college and university staff, with the career education efforts in the district.

(6) Dissemination of project results were good during the second year of operation.

(7) There needs to be greater efforts toward in-service for district teachers at all levels.

(8) Release time for teachers for program visitations and occupational unit development is a necessity.

(9) Career guidance and counseling needs to be expanded and provisions made for group work in order to better meet the needs of all students.

(10) There needs to be greater involvement of appropriate administrative and teaching staff to design and implement more complete and comprehensive programs to insure total integration of the career education concept into all academic areas.

(11) Progress has been made regarding the establishment of "cluster" areas which seem appropriate for the Helena District and also provide for some degree of continuity of program activities from grades one through fourteen.

(12) Some efforts were made to utilize existing school facilities during this summer months, however, more attention should be given to future use.

(13) A "position paper" is currently being drafted which will be presented to the district board of trustees for approval as a plan for the future.

(14) Use of community advisory committees continue to be productive and is considered to be essential in establishing a career education program.

(15) A school district philosophy should be written which will reflect a total and complete integration of career education and academic responsibility for every student as they progress through the Helena schools.

SCHOOL DISTRICT ADVISORY COMMITTEES

Homer V. Loucks
Charles P. Johnson
Archie H. Lucht
Louis O. Strand
Einar Brosten
Bernie Hartman
Dr. Palmer Scott
Gary Ryti
John Wenger
Warren Morehouse
Dale Moore
Tom Miller
Henry Jorgenson

COUNSELORS

James Van Meter
Sandy Stewart
Warren Ruetten
Sharon Tomcheck
Glen Barrows
Harley Iverson
Dale Johnson
Bess Eggum
Harold Olson
Kathryn Megard
Bob Reiman
Margaret Reinart
Pat O'Leary

BUILDING REPRESENTATIVES

Hawthorne	Marge Barrows
CRA	Harold Ostwalt
Central	Verna Stoneberg
Broadwater	Bessie Hawkes
Smith	Lennice Traweek
Ray Bjorke	Barbara Edens
Jefferson	Jackie Carlin
May Butler	Donna Carman
Rossiter	Marion Pope
Lincoln	Jean Miller
Bryant	Catherine Cooper
Junior High	Jerry Shanley
Sunhaven	Bob Shillingstad
Senior High	Terry Beaver
Vo-Tech Center	Charles Stalnaker

(Appendix A)

STATE DEPARTMENT ADVISORY COMMITTEE

1.	Ben Ulmer	Director Vocational Education
2.	Barbara Crebo	Supervisor Health Occupations
3.	James Fitzpatrick	Supervisor Guidance
4.	Flora Martin	Supervisor Home Economics
5.	Clark Fowler	Assistant Director, Basic Skills
6.	Dean Lindahl	Supervisor Title I
7.	Mike Bullock	Assistant Director Vocational Education
8.	Alve Thomas	Assistant Director, Basic Skills
9.	Del Gustin	Supervisor, Vocational Guidance
10.	Ralph Mikkleson	Supervisor T & I
11.	Earl Barlow	Supervisor Indian Education
12.	Dave Kaul	Supervisor Elementary Education
13.	Alan Anderson	Supervisor Special Needs
14.	Harold Rehmer	Supervisor Title III
15.	Ted Clark	Program Officer Title I
16.	Don Campbell	Program Officer Title I

(Appendix A)

COMMUNITY ADVISORY COMMITTEE ROSTER

Jim Nelson
St. Pete's Hospital
Helena, MT

Mrs. Alice Armstrong
School Nurse
Diagnostic & Remediation Center
Sunhaven School
Helena, MT

Mrs. Stanley Van Diest
1509 Gallatin
Helena, MT

Mr. Robert Thielen
1719 Townsend
Helena, MT

Mrs. Vicki McLucas, Bus Agent
Local #612 Hotel & Restaurant Employees
Box 955
Helena, MT

Mr. Vern Brown
1214 Aspen
Helena, MT

Mrs. Robert Clausen
3990 McHugh Lane
Helena, MT

Mr. Don Fredrikson
Advertising Manager
Union Bank & Trust Co.
Helena, MT

Mr. Charles McCarthy
Social Service Coordinator
Model Cities Office
101 N. Jackson
Helena, MT

Mrs. Warren E. Brass
1300 Birch Street
Helena, MT

Mr. David Kneedler
705 Rhode Island
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Mrs. Donald Pullin
327 Broadway
Helena, MT

Mr. Ray Moore
920 Mill Road
Helena, MT

Jerry McGuire
1300 Flowerree
Helena, MT

Mr. Gene Huntington
324 Fuller Avenue
Helena, MT

Mr. Don Henderson
1600 Illinois
Helena, MT

Mr. Ben Ulmer, Director
Vocational & Occupational Skills
Department of Public Instruction
State Capitol Building
Helena, MT

Mr. Harold Rehmer, Supervisor
ESEA Title III
Department of Public Instruction
State Capitol Building
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Mr. Larry Roberts
Governor's Camps Representative
Employment Security Commission
P.O. Box 1728
Helena, MT

Mr. Roger Stensland
Helena Industries
1325 Helena Avenue
Helena, MT

Mr. Paul Rank
2036 Winne Avenue
Helena, MT

Mr. David Twiddy
1207 Winne Avenue
Helena, MT

(Appendix B)

SECONDARY

CAREER EDUCATION MATERIALS

Sound Filmstrips

A Job That Goes Someplace *(GA)
An Overview of Technical Education (GA)
Failure: A Step Towards Growth (GA)
High School Course Selection and Your Career (GA)
How to Succeed in High School . . . By Trying (GA)
Jobs and Gender (GA)
Jobs for High School Students (GA)
Liking Your Job and Your Life (GA)
On the Job: Four Trainees (GA)
Should You Go To College? (GA)
Trouble at Work (GA)
Why Work at All? (GA)
Your Job Interview (GA)
Your Personality: The You Others Know (GA)
Automation: Promise or Threat?
Choosing Your Career
Dropping Out: Road to Nowhere
Four Who Quit
If You're Not Going To College
Preparing for the Jobs of the '70's
Preparing for the World Work
Protecting the Consumer (New York Times)
The U.S. Economy (New York Times)
What You Should Know Before You Go To Work

* (GA) -- Guidance Associates

Slide Series

Jobs For the 1970's -- U.S. Dept. of Labor

Movies

Work, What's It All About? -- American Personnel and Guidance Association
Careers in Allied Health Services -- American Personnel and Guidance Association
Careers in the Building Trades -- American Personnel and Guidance Association
Careers in Business and Office Occupations -- American Personnel and Guidance Association
Careers in Communications -- American Personnel and Guidance Association
Careers in Industry -- American Personnel and Guidance Association
Careers in Machine Trades -- American Personnel and Guidance Association
Careers in Personal Services -- American Personnel and Guidance Association
Careers in Sales -- American Personnel and Guidance Association
Careers in Skilled Services -- American Personnel and Guidance Association
Careers in Transportation -- American Personnel and Guidance Association
How Do You Get There? -- American Personnel and Guidance Association

Cassette Series

"Exploring the World of Work" — (H. Wilson Corporation)
"Career Development Laboratory" -- (Educational Progress Corporation)
"Planning Beyond High School" — (H. Wilson Corporation)
"Preparing for an Office Job" -- (W. Wilson Corporation)

Career Kits and Games

Life Career (Western Publishing Co.)
Job Experience Kit (SRA)
Occupational Exploration Kit (SRA)
Career Information Kit (SRA)
Widening Occupational Roles Kit (SRA)
The Career Game (Educational Progress Corp.)
Smart Spending Kit (Olcott Forward, Inc.)
Managing Your Money (Credit Union)
Careers (Parker Bros.)
Economic System (Western Publishing Co.)
Consumer (Western Publishing Co.)
Career Development Laboratory (Educational Progress Corp.)
The Marketplace (Changing Times Educ. Service)

Interest Inventories

Ohio Vocational Interest Survey (Harcourt, Brace, and Jovanovich)
Kuder Form E - General Interest Surveys (SRA)
Kuder Form A - Personal Preference Surveys (SRA)
The Self Directed Search Specimen Set (Consulting Psychologists Press)
Kuder Form DD - Occupational Interest Survey Specimen Set (SRA)

Cluster Posters

358 Charts showing occupations related to 14 subject areas
(State Publishing Company - Helena, Montana)

Textbooks, Reference, and Professional Materials

Books

Manpower and Economic Education (Joint Council on Economic Education)
Occupations and Careers (Webster, McGraw Hill)
Programs and Practices in Vocational Guidance (Sextant Systems)
Occupational Information (SRA)
World of Construction (McKnight & McKnight)
World of Manufacturing (McKnight & McKnight)
Encyclopedia of Careers and Vocational Guidance (J.G. Freguson Publishing Co.)
Career Information: A Directory of Free Materials (Sextant Systems)
Handbook of Job Facts (SRA)
Occupational Outlook Handbook 1972-73 (U.S. Dept. of Labor)

Booklets

Help Yourself to a Job (Finney Co.)
Lots of Things (Finney Co.)
Your Money: Going or Growing (Finney Co.)
Finding Your Job Workbook (Finney Co.)
Teenagers Prepare for Work (Allen Co.)
Campus Work Experience (Allen Co.)
About You (SRA)
What To Do After High School (SRA)
Occupational Essentials (H.C. Johnson Press)
Discovering Yourself (SRA)
My Educational Plans (SRA)
Looking Toward High School (SRA)
Self Understanding Through Occupational Exploration (Oregon Board of Education)
Games and Simulations for Teaching Economics (Joint Council on Economic Education)
Deciding (College Entrance Examination Board)
Choice or Chance (Alameda County Schools)
K-12 Guide for Integrating Career Development into Local Curriculum (Jones Publishing Co.)
Resources for Career Development (Indiana University - South Bend)

Magazines and Periodicals

Career World (Curriculum Innovations)
Occupational Outlook Quarterly (U.S. Dept. of Labor)
Career Education News (McGraw-Hill)

Audio and Visual Equipment Used for Elementary and Secondary Program

1 Model AV #3600 Sony Video Tape Recorder
1 Model AV #3400 Sony Rover II Portable Video Camera
1 Model #CUM 192U Sony Video Monitor
7 3-M Executive I Microfiche Reader-Printers
1 3-M Vantage I Microfiche Reader
2 Singer-Graflex Messenger VII Sound Filmstrip Projectors
2 Dukane Super Micromatic Sound Filmstrip Projectors
10 Sony 110A Cassette Recorders
10 Singer-Graflex Auto-Vance II Studymate Sound Filmstrip Projectors
6 Avid Listening Centers
1 Technicolor Film Loop Projectors
1 Model B2 Ektagraphic Kodak Slide Projector

SUPPLEMENTARY EQUIPMENT AVAILABLE AT SMITH SCHOOL

1. Stethoscope - 15
2. Crest Tooth Paste School Kits - 72
3. Incubator Heating Elements - 5
4. Various Printing Materials
   a. boxes 9 x 12 printmasters paper (white) - 2
   b. box water soluable block printing ink (various colors) - 1
   c. 4" brayers - 4
   d. speedball linoleum cutters - 8
   e. block printing press - 1
   f. linoleum blocks - 10
5. Telephone books - 200
6. Instamatic camera's - 8

CAREER EDUCATION MATERIAL AVAILABLE TO ELEMENTARY TEACHERS

FILMSTRIPS

M-33 Look at Your Future
F/S ECD-1 My Dad is a Carpenter
F/S ECD-2 My Dad is a Moving Man
F/S ECD-3 My Dad Works in a Shoe Store
F/S ECD-4 My Dad Works in a Factory

F/S ECD-5 My Dad Works in a Supermarket
F/S ECD-6 My Dad Works in a Service Station
F/S ECD-7 My Mother Works as a Waitress
F/S ECD-8 My Mother is a Dental Assistant
F/S ECD-9 My Mother Works in a Bank
F/S ECD-10 My Mother Works in an Office
F/S ECD-11 My Mother Works in a Drug Store
F/S ECD-12 My Mother Works at Home
F/S ECD-25 Air Passenger Service
F/S ECD-28 Airport Workers

B-29 Fireman at Work
G-25 The Bakery
SA-99 Columbia, People and Occupations
GA-22 What the Africans Do for a Living
R-43 Occupations and Amusements of the English Colonies
F/S ECD-21 A City is Services

CROSS MEDIA MATERIALS

ECM CD-10 Getting the Goods to the User
1 filmstrip, 1 cassette
ECM CD-11 A Matter of Business Office Occupations - 1 filmstrip, 1 record

CM-27 The Farm Question
2 filmstrips, 2 records, guide
CM-29 Portrait of a Diplomat
2 filmstrips, 2 records, guide

ECM CD-12 It's the Growing Things Natural Resources - 1 filmstrip, 1 record
ECM CD-13 At Your Service - Personal Occupations - 1 filmstrip, 1 record
ECM CD-14 Raw Steel to Rolling Wheels - Technical and Industrial - 1 filmstrip 1 record

CM-CD-2 High School Selection and Your Career - 2 filmstrips, 2 cassettes
ECM CD-15 Food, Clothing, and Shelter, Home Economics - 1 filmstrip, 1 record
ECM CD-16 Helping the Healing Hands - Health Services - 1 filmstrip, 1 record

STUDY PRINTS

Police Department Helpers
Fire Department Helpers
Hospital Helpers

Supermarket Helpers
Dairy Helpers
Postal Helpers

CAREER MEDIA MATERIALS

Transportation: An Ocean Port (four filmstrips)
Airport Service (six filmstrips)
A City is Many Things (five filmstrips)
Cotton Clothing: From Field to You (six materials)
Footnotes to Community Helpers (five cassettes)

Where Does It Come From? (milk-bread-paper) four filmstrip - four cassettes
Transportation: Our Railroads - four filmstrips - four cassettes
Reference Materials - Our Wonderful World - Occupations and Careers

"Life on a Dairy Farm" - filmstrip and record
Towns and Cities - Media Kit - filmstrips - cassettes - display material
People-Places-Products - Media Kit - filmstrips - cassettes
Five units: fishing
grain farming
cattle raising
lumbering
cotton producing

Focus on Self-Awareness Stage one SRA
Focus on Self-Development Stage two SRA
Schools, Families & Neighborhoods by Field Enterprises

(Appendix C)

A G R E E M E N T

Between the Helena School District No. 1, Helena, Montana, hereinafter referred to as "THE DISTRICT" and the State of Oregon acting by and through the State Board of Higher Education on Behalf of Portland State University, Department of Education, hereinafter referred to as the "UNIVERSITY" for the time period of November 1, 1971 through October 31, 1972.

WHEREAS, the UNIVERSITY is interested in becoming more active in the area of Career Education; and

WHEREAS, this project will involve Planning, Development, and Evaluation of Career Education at all levels, kindergarten through college;

NOW THEREFORE, it is mutually understood and agreed as follows: THE DISTRI AGREES:

1. To pay to the UNIVERSITY an amount no to exceed Eight Thousand Four Hundred Ninety-Nine Dollars and no Cents ($8,499.00) in accord with the followin schedule:

First Payment:	
(Upon Execution of Contract)	$3,825
Second Payment:	
June 10, 1972	3,825
Third & Final Payment:	
(Upon completion of Phase III and Final Draft of Evaluation Report)	849
	$8,499

THE UNIVERSITY AGREES:

1. To provide a periodic evaluation of a project entitled "The Next Step - Comprehensive Program in Occupational Preparation and Placement", which is currently being conducted by the DISTRICT through the Vocational Technical Center.

2. To provide a written evaluation report regarding all aspects of the program and suggested procedures for program improvement.

IN WITNESS WHEREOF, said parties have executed this agreement as of the day first written above.

HELENA SCHOOL DISTRICT NO. 1
HELENA, MONTANA

_____

By_____

Title_____

Date_____

STATE OF OREGON ACTING BY AND THROUGH
THE STATE BOARD OF HIGHER EDUCATION
ON BEHALF OF PORTLAND STATE UNIVERSITY

By_____
Allen McKenzie
Contracting Officer

Date_____

H. Instruments

1. Prototype for Instrument Number One

PERCEPTIONS OF CAREER EDUCATION

Explanation

The perceptions, opinions and suggestions of many persons in the school District need to be identified and considered as an aid and guide to planning an even better education program for the future.

We want to know your perceptions of various facets of education, but we are not concerned with actual names of people, hence your signature is not requested. However, we do want to know the extent of agreement and the defferences of opinion among various groups of persons, and your completion of the blanks at the bottom of this page will make that possible.

Your responses on the pages which follow will be valuable in helping to mold education in the District schools for the future.

Thanks for your help:

Personal Data (please complete)

1. Age group (check one):

   A. Under 18 _____
   B. 19 to 30 _____
   C. 31 to 65 _____
   D. Over 65 _____

2. Check those which apply: I am a

   A. Teacher _____ Grade level _____
   B. Principal _____ Grade level _____
   C. Central office staff _____
   D. Student _____ Grade level _____
   E. School Board Member _____
   F. Advisory Board Member _____
   G. Representative of business, industry or the professions _____
   H. Other (describe) (_____) _____

Please return completed Instrument to: Allen Lee as requested.

PERCEPTIONS OF CAREER EDUCATION

1. Note: Some schools provide learning experiences designed to help students become aware of the broad field or world of careers and the potential opportunities for future employment.

   A. In this respect, what is your school* doing now? Check one:
   A lot ___ some ___ very little ___ don't know ___

   Comment:

   B. Should your school* be doing more or less on this? Check one:
   Much more ___ some more ___ less ___ nothing ___ don't know ___

   Comment:

   C. Who should be directly responsible for developing student awareness to the broad field of careers? Check all which apply:
   Counselors ___ Teachers ___ parents ___ others (specify) _____

   Comments:

   D. Which students need more of this kind of education than they are now getting? Check those which apply:

   (1) All students ____
   (2) Some boys ____
   (3) Some girls ____
   (4) The academically talented ____
   (5) Those not academically talented ____
   (6) Those economically deprived ____
   (7) Ethnic minorities ____
   (8) Others (describe) ____

   Comment:

*School board members, central office administrators and others not attached to a single school should respond in terms of the district schools generally. Persons such as teachers, principals and others should respond in terms of the particular school to which they are attached.

2. Note: Individual schools may or may not provide instruction designed to make the student aware of his own abilities, likes, dislikes, and potential for earning a living and serving society in a productive manner:

   A. What is your school now doing? Check one:
   A lot ___ some ___ a little ___ nothing ___ don't know ___

   Comment:

   B. What should your school be doing in this regard? Check one:
   Nothing ___ some more ___ much more ___ don't know ___

   Comment:

3. Concerning the matter of your school providing instruction and activities (such as field trips, outside speakers, etc.) in an effort to broaden the career aspirations of all students:

   A. What does your school now do? Check one: A lot ___ some ___ little ___ nothing ___ don't know ___

   Comment:

   B. What should your school do? Check one: Much more ___ same as it is now ___ less ___ nothing ___ don't know ___

   Comment:

   C. What person in the school should have direct responsibility for doing this? _____

   Comment:

4. Does your school identify and maintain a list of dropouts? Check one:
yes ____ no ____ don't know ____

Comment:

5. Does your school identify the reason for each dropout? Check one:
yes _____ no ____ don't know ____

Comment:

6. Is it possible to identify potential dropouts before they physically leave school? Check one: yes ____ no ____ don't know ____

Comment:

7. Does your school attempt to identify potential dropouts? Check one:
yes ____ no ____ don't know ____

8. What are your suggestions (concerning course content, methods of teaching, school policies, staff, etc.) on what changes could be made in the school to prevent or decrease the number of dropouts?

Explanation:

9. For which (if any) types of students in your school is some form of work experience (part-time, with pay, without pay, with or without academic credit, etc.) desirable? Check all which apply: Those not academically inclined ____; Those academically talented ____; all students ____; no students ____; other (describe _____) ____.

Comment:

*Use of the words "work experience" here is not intended to be synonymous with "cooperative work experience" currently offered in some high schools, and which must conform to certain state standards and guidelines in order to qualify for state reimbursement. Conceivably, here it might apply to any kind of outside-the-school work which you deem desirable (with or without pay or credit).

10. In what types of careers should some form of work experience be provided? check those which apply: Electrical ___ real estate ___ transportation ___ communication ___ sales ___ medicine ___ law ___ public services ___ teaching ___ secretarial ___ construction ___ automotive ___ other (list) _____

11. Should the school cooperate with business, professional and industrial employers to arrange work experience for which the student receives pay? Check one: yes ___ no ___

Comment:

12. Should the school arrange for work experiences in which the student receives some work experience but receives no pay? Check one: yes ___ no ___

Comment:

13. Should the student get academic credit for work experience (such as in a garage, store, state agency, school, real estate office, etc.) if that experience was coordinated by the school? Check one: yes ___ no ___

Comment:

14. Should the school arrange for students to receive work experience: (Check all which apply) During school hours ___ outside of school hours ___ during vacation ___

Comment:

15. How desirable or necessary is it that school staff be aware of probable potential job opportunities for graduates? Check one: Non-essential ___ nice to know but not too important ___ essential ___ immaterial ___

Comment:

16. How much <u>does</u> the school* staff know about probable needs for manpower? Check one: A great deal ____ some ____ not much ____.

<u>Comment</u>:

17. Should the schools prepare youth for eventual employment in the local community? yes ____ no ____

<u>Comment</u>:

18. Should the schools assume that youth may be working some day in another community or state? yes ____ no ____

<u>Comment</u>:

19. Does your school endeavor to teach students how to work?
yes ____ no ____ don't know ____

20. <u>Should</u> your school* do more or less than it currently does in teaching students <u>how</u> to work? Check one: Much more ____ some more ____ same ____ less ____ nothing ____.

<u>Comment</u>:

21. Who should have responsibility for teaching students how to work?
Check one: Vocational director ____ all teachers ____ some teachers ____ counselors ____ others (describe _____) ____

<u>Comment</u>:

*School board members, central office administrators and others not attached to a single, particular school should respond in terms of the district schools generally. Persons such as teachers, principals and others should respond in terms of the particular school to which they are attached.

22. Does your school assist students who leave the school (by graduation or otherwise) to get located in another school or to get employment? yes ____ no ____

23. In your opinion <u>should</u> your school assist in placing students (in a suitable educational situation or on a job) who leave the school by graduation or otherwise? Check one: yes ____ no ____

<u>Comment</u>:

24. In your opinion, <u>should</u> school facilities be used more? Check one: yes ____ no ____ no opinion ____

<u>Comment</u>: (why, why not, when, for what purpose, etc.)

25. Do you see a need for inservice training (in career education) for teachers or other staff? yes ____ no ____ don't know ____

<u>Comment</u>: (when, where, for whom, by whom, with or without graduate credit, etc.)

26. Does a lack of finances, equipment or materials restrict career education in your school? yes ____ no ____

<u>Comment:</u> (what is needed, etc.)

27. Should a formal course in Career Education be offered in your school? yes ____ no ____

<u>Comment:</u>

28. Should career education be required for all students? yes ___ no ___.

Comment:

29. Do you have adequate career education information in your school library? yes ____ no ____

Comment:

30. Does your school have counselors who have adequate time available for career counseling? yes ____ no ____

Comment:

2. Prototype for Instrument Number Two

OPINIONNAIRE FOR IDENTIFYING PERCEPTIONS

OF

CAREER EDUCATION

October 15, 1971.

Prepared by Allen Lee, Research Professor of Education
Division of Continuing Education and
Oregon State University
Oregon State System of Higher Education

OPINIONNAIRE FOR IDENTIFYING PERCEPTIONS

OF CAREER EDUCATION

(As it is and as it should be)

"Whereas the public schools are responsible for providing every young person with learning opportunities that will enable him to discover his individual interests and abilities . . . learning opportunities should help him explore the many avenues of productive activity that might challenge and extend his talents, of choice, self-direction, self-discipline and responsibility. Every person who hopes to play a productive role in society must have some sort of occupational preparation since his place in society is, to a considerable degree determined by his role. Therefore, an orientation to the world of work and preparation for a career are necessary to his development." [1]

In our estimation, both community citizens and school staff have somewhat unique and valuable perceptions and insights as to what is and what should be the nature of education; accordingly, we are requesting your perceptions of strengths, weaknesses and suggestions for improvement before we formulate specific recommendations.

Our concern is Career Education, which, for the purposes of this instrument, is defined to include:

A. Orientation, exploration, guidance (or counseling), general and specific instructional activities which may pertain to career choice and preparation. It includes all grade levels.

B. Areas such as "vocational education" and "occupational education" which may or may not be state or federally reimbursed.

C. Careers which may require no college training, careers which may require community college (or other post high school) education, and careers which may require baccalaureate or other degrees.

INSTRUCTIONS

On the following pages are a number of statements to which you are asked to respond. Before you do so, please note these comments:

1. This list of statements has been prepared for use with a wide variety of persons in the community and in the schools. Staff in the schools

1. A partial excerpt from minutes of the July 12, 1971 Board meeting, District #1.

have varied backgrounds of training and experience, and this is, of course, equally or more characteristic of citizens in the community generally. Language or semantics familiar to one individual may or may not be so to another. If a statement appears vague, restricting, not applicable, or undesirable in some respect, please change, delete or add one or more words to that statement before responding. If that is not feasible, merely go on to the next statement.

2. Occasionally, as you consider a statement (in the list which follows), you may encounter one for which you have no opinion, don't know, or for some reason can only indicate you are undecided. This is to be expected, and often an "undecided" response is as helpful and informative (for this study) as any other.

3. There are no "right" or "wrong" answers, and the composers of these statements do not necessarily agree or disagree with any one statement.

4. In most instances, we want you to respond to a statement in terms of the situation in your school(s). However, occasionally this will appear illogical, and then you should respond in terms of lower or higher grade levels. Sometimes you may elect to indicate (under "Comments") that you have one response for one grade level and another for other levels.

5. Near the end of this opinionnaire you will note some numbered blank spaces. Please add and respond to additional topics which are pertinent to the improvement of Career Education.

6. We will consider all committee responses (both written and oral) as anonymous; that is, we may identify them as community committee opinions, but in no instance should anyone identify a particular opinion with an individual person.

7. For each of the statements which follow, we request that you give three (3) reactions:

> First, please indicate whether or not you consider this to be a desirable education activity in your local school by placing a symbol in Column #1 after the statement (any one activity might be desirable in all, some or none of the schools and grades in the District). (Note the "Key" which follows.)
>
> Second, (and regardless of your response in Column #1), please indicate (by placing a symbol in the second column) whether or not you believe that this statement is currently being applied in your school. (Note "Key".)
>
> Third, in the "Comments" space for each statement please add supporting, clarifying or qualifying comments and details supporting or explaining your responses.

We believe your viewpoint to be of vital importance in identifying strengths which should be preserved, areas of weakness and need, and suggestions for the improvement of education, especially with regard to that which we have defined as "Career Education". For these reasons, we appreciate your reactions to the statements which follow.

SYMBOL	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)
1. The school's goals should encompass career education	_____	_____
Comment:		
2. Segments of the community such as business, industry and other employers should influence (but not dictate) the school's curriculum	_____	_____
Comment:		
3. The school should arrange for on-the-job work experience which is not supervised by school staff	_____	_____
Comment:		
4. The school should arrange for on-the-job work experience (for students generally) to be supervised by school staff cooperating with employers	_____	_____
Comment:		
5. The school's curriculum should contain elements designed to orient or acquaint all students with career opportunities and job characteristics	_____	_____
Comment:		

SYMBOL	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)
6. The school's curriculum should be designed to meet the needs of all students, those who will attain a baccalaureate degree and those who will not.....	_____	_____
Comment:		
7. The school should teach all students how to work (such as how to apply for a job, how to dress, punctuality, responsibility, and good work habits).	_____	_____
Comment:		
8. The school should assume some responsibility to assist all students who leave the school (via graduation or dropout) to locate employment or to continue their education.....	_____	_____
Comment:		
9. The school's curriculum should equip students to cope with the probable need to change occupations one or more times.....	_____	_____
Comment:		
10. Career education should be provided at the following levels in the School District:		
A. Grades K-5.....	_____	_____
B. Grades 6-7-8.....	_____	_____
C. Grades 9-10-11-12.....	_____	_____

SYMBOL	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)
11. The school should be primarily concerned with preparing students to attend a four-year college and acquire a baccalaureate degree.....	_____	_____
Comment:		
12. Career education should be offered during the summer months so as to make greater use of school facilities	_____	_____
Comment:		
13. Career education should be of such quality that it appeals to the students and the community.....	_____	_____
Comment:		
14. The school(s) should maintain adequate records on the placement and progress of students (in college and in employment) to facilitate evaluation of career education in the school(s).....	_____	_____
Comment:		
15. Career education should be an orderly process which is articulated from one grade level to the next...	_____	_____
Comment:		

SYMBOLS	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)
16. The school should have a realistic picture of job opportunities and consider this in planning Career Education offerings.....	_____	_____
Comment:		
17. School staff should communicate and cooperate among all grade levels to insure that career education offerings meet the needs of all youth.....	_____	_____
Comment:		
18. Advisory committees should be an essential part of the school communication system.....	_____	_____
Comment:		
19. There should be specific operating policies for advisory committees which are well-known and available to all concerned.....	_____	_____
Comment:		
20. Content of career education offerings should be based on tasks employees currently do on the job...	_____	_____
Comment:		

SYMBOLS	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)
21. Regularly certificated staff should be supplemented with persons recognized and employed as experts in their occupations.....	_____	_____
Comment:		
22. A wide variety of community resources should be utilized for career education.....	_____	_____
Comment:		
23. The teacher should be able to earn a living by working in the area of his or her teaching assignment.....	_____	_____
Comment:		
24. Career education teachers should periodically work in industry to maintain current skills and knowledge.....	_____	_____
Comment:		
25. Elementary grade level career education should be of an orientation nature rather than training to develop skills for employability.....	_____	_____
Comment:		

SYMBOLS	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)

26. Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels: (Check all which apply.)

    A. Grades K-5..... _____ _____

    B. Grades 6-7-8..... _____ _____

    C. Grades 9-10-11-12..... _____ _____

    Comment:

27. The school curriculum should be designed to develop some degree of employability at the following levels: (Check all which apply.)

    A. Grades K-5..... _____ _____

    B. Grades 6-7-8..... _____ _____

    C. Grades 9-10-11-12..... _____ _____

    Comment:

28. Career education aspects of the school curriculum should deal with all classifications of jobs including the professions such as medicine, dentistry, law, engineering, etc..... _____ _____

    Comment:

SYMBOLS	MEANING
SA	Strongly Agree
A	Agree
U	Undecided (or Don't Know)
D	Disagree
SD	Strongly Disagree

Statement	Column #1 (Desirable)	Column #2 (Exists)
29. Counseling and guidance services should provide assistance which enables students to plan realistic careers.....	_____	_____
Comment:		
30.	_____	_____
31.	_____	_____
32.	_____	_____
33.	_____	_____

In an overall appraisal of the career education program, please summarize your perceptions of Major Strengths in Education (especially in Career Education aspects) in your school(s) and in the District:

Please summarize your perceptions of Major Needs and Weaknesses in Education (especially Career Education aspects) in your school(s) and the District:

Specific Suggestions for Improvement of Education (especially Career Education aspects) in your school(s) and in the District:

Note:

We believe that your perceptions of what is and what should be the nature of education are of vital importance, and we will give your reactions thorough and serious consideration in the formulation of our recommendations to your school administration. Thank you for your assistance.

Sincerely,

Allen Lee

3. Prototype for Instrument Number Three

8th Grade

Introduction

This questionnaire is designed to partially determine your views and ideas about (a) jobs in general, (b) applying for a job, and (c) jobs you might like to pursue. It is not a test in that there are very few right or wrong answers. It is important to get your ideas and perceptions regarding careers so that the people in your school and community will be able to aid you more in deciding upon a career.

There are 41 questions on the attached sheets. The questions are divided into 3 sections and instructions for answering them appear before each section. Your cooperation in answering the questions is appreciated.

8th Grade

Section 1 - Circle yes or no

1. Do you have to go to college to get a satisfying job?

   a. yes

   b. no

2. Do you have to have a social security number in order to work?

   a. yes

   b. no

3. Does your state have a state income tax?

   a. yes

   b. no

4. Do you have to have a social security number to file an income tax return?

   a. yes

   b. no

5. Do you know what you want to do as a career?

   a. yes

   b. no

6. Would job training be more helpful to your job choice than going to college?

   a. yes

   b. no

7. Do you know how to make up a personal data sheet?

   a. yes

   b. no

8. Would you like to know more about what to do during a job interview?

   a. yes

   b. no

8th Grade

9. Do you know which jobs are most related to your best abilities?

   a. yes

   b. no

10. Do you feel more guidance would be helpful to you in deciding upon a career?

   a. yes

   b. no

11. Are you aware of the demand there is (or will be) for the career you have been thinking of following?

   a. yes

   b. no

12. If you have a savings account in a bank, can you write checks on it?

   a. yes

   b. no

13. Is there someone in your school who could help you find a job?

   a. yes

   b. no

14. Is it important for you to decide upon a career right now?

   a. yes

   b. no

15. If you file a federal income tax return do you also have to file a state income tax return?

   a. yes

   b. no

16. Must you file an income tax return at your age?

   a. yes

   b. no

17. If you dropped out of school today, could you find a job to support yourself? (If you answer yes, name the job.)

    a. yes job: _____

    b. no

18. Should school courses you have taken appear on your personal data sheet?

    a. yes

    b. no

19. Is it a good idea to take a friend with you on a job interview?

    a. yes

    b. no

20. Is a hobby the same thing as a career?

    a. yes

    b. no

Section 2 - Multiple choice - Circle the answer or answers you think are best

21. During a job interview which of the following should you ask about?

    a. working hours
    b. salary
    c. benefits
    d. job duties
    e. all of the above
    f. none of the above

22. Who or what has had the most influence on your career plans?

    a. your parents
    b. teachers
    c. hobbies
    d. desire for security
    e. personal interests
    f. other: _____

23. If you have taken aptitude tests, have they helped you to discard or add new areas of possible employment?

    a. helped to add new areas
    b. helped to discard areas
    c. not helped at all
    d. no tests taken

8th Grade

24. Which is the most important in deciding a job to take?

a. money
c. personal satisfaction
b. working conditions
d. other: _____

Section 3 - Answer the following questions in the space provided.

25. Where would you go if you wanted to get a social security number?

26. How much money can you earn without having to file a federal income tax return?

27. Name the occupation you are thinking of following and list the skills and or talents needed.

28. Name 3 people in your school who would be able to help you find a job.

29. Indicate whether you prefer working with people, ideas or animals and tell how this can affect your career plans.

30. List 5 characteristics or traits that are desirable in all employees.

31. List those skills you have developed this year which you believe are "salable."

32. List 2 areas of employment which are expanding rapidly.

33. List 2 areas of employment which are declining rapidly.

8th Grade

34. List 3 sources of information about jobs.

35. List 3 types of jobs which are of interest to you that are not available in your community.

36. List 3 jobs in the community you would like to have and briefly explain why.

37. If you have decided not to go to (a) a business school, (b) a trade school or (c) a college, indicate which one and tell why.

38. What types of information should you have to make a decision about your career?

39. List 3 reasons people work other than to earn money.

40. List 2 jobs that you would like to have and tell why.

41. List 2 jobs that you would not like to have and tell why.

42. What is your opinion of the questionnaire you have just completed?

4. Protytype for Instrument Number Four

5th Grade

Instructions to Questionnaire

We would like to know your ideas and opinions about jobs you would like to have, jobs that are in your community and how you would get a job. We would like you to answer the questions on the papers you have. There are no right or wrong answers. We just want to know your answers. Please read the instructions that appear before each set of questions. Remember, this is not a test.

5th Grade

Circle yes or no for questions 1 through 15.

1. Do you know what you want to do when you graduate from high school?

    a. yes

    b. no

2. Do you have to go to college to get a good job?

    a. yes

    b. no

3. Do you know what a trade school is?

    a. yes

    b. no

4. Can you work any hours you want to in a job?

    a. yes

    b. no

5. Could an employment agency help you get a job?

    a. yes

    b. no

6. Do you have to have a social security number to get a job?

    a. yes

    b. no

7. Do you know how to get a social security number?

    a. yes

    b. no

8. Do you know what a job interview is?

    a. yes

    b. no

9. Should you take a friend with you on a job interview?

   a. yes

   b. no

10. Do you think you should start saving money now if you want to go to school when you graduate from high school?

   a. yes

   b. no

11. If you wanted to find a job, do you know where to look?

   a. yes

   b. no

12. Would it be a good idea to visit someone who does the kind of work you want to do?

   a. yes

   b. no

13. Do you ever go on field trips to find out about different kinds of jobs?

   a. yes

   b. no

14. Is it important to go to work every day you are supposed to?

   a. yes

   b. no

15. Is a hobby the same thing as an occupation?

   a. yes

   b. no

For Questions 16 through 26 circle the answer you think is the best. If you think more than one is the best answer, circle all that you think are best.

16. Where would it be best to learn how to be a plumber?

    a. at a university

    b. at a trade school

    c. at a business school

17. If you had a job that started at 9:00 a.m., what is the best time to be there?

    a. 9:15 a.m.

    b. 9:00 a.m.

    c. 8:30 a.m.

    d. 8:45 a.m.

18. During a job interview what should you ask about?

    a. the hours you would have to work

    b. the amount of money you would earn

    c. your job duties

    d. all of the above

    e. none of the above

19. Who or what has helped you the most in deciding what job you might like to do?

    a. your parents

    b. your teacher

    c. a book you read

    d. your hobbies

20. Would you rather work with animals or people?

    a. animals

    b. people

21. If you would rather work with animals, do you think you would be happier being a veterinarian or a clerk in a department store?

    a. a veterinarian

    b. a clerk in a store

22. Is it more important to earn a lot of money or to be happy working in a job?

    a. earn a lot of money

    b. be happy working

23. When should you start looking for a summer job?

    a. July

    b. May

    c. January

24. If you worked during the summer, what did you do with the money?

    a. bought school clothes

    b. bought something I really wanted

    c. put the money into a savings account

25. Who could you ask to help you find a job?

    a. your parents

    b. your teacher

    c. a friend

    d. all of the above

    e. none of the above

26. Which job or jobs may mean life or death to people in your community?

    a. firemen

    b. policemen

    c. barber

    d. store clerk

    e. doctor

5th Grade

Fill in your answers in the blanks for questions 27 through 30.

27. List three jobs, away from your home, you could do if you wanted to earn some money.

    1. _____
    2. _____
    3. _____

28. Can you think of any jobs you can do <u>without</u> knowing how to read and do arithmetic? If you say yes, write down two of the jobs.

    1. _____
    2. _____

29. Write down two jobs in your community which you <u>do not</u> think are very important. Tell why you do not think they are important.

Job	Why it is not important
1. _____	1. _____
2. _____	_____
	2. _____
	_____

30. List the businesses or places in your community you would like to visit to better understand the jobs they have.

    1. _____
    2. _____
    3. _____
    4. _____
    5. _____

31. Write down two jobs in your community which you think are important. Tell why you think they are important.

Job	Why it is important
1. _____	1. _____
2. _____	_____
	2. _____
	_____

5. Prototype for Instrument Number Five

12th Grade

Introduction

This is a questionnaire to partially determine your views, ideas and knowledge about careers. It is not a test in that there are no right or wrong answers for the most part. It is important to get your ideas and perceptions regarding careers in order for the people in your school and community to aid you in deciding upon a career. Your cooperation in answering the questions on the following pages is appreciated.

12 Grade

Multiple Choice - Circle your answer

1. Do you feel you have to go to college to get a satisfying job?

   a. yes

   b. no

2. Do you feel limited in pursuing a career because of lack of money to attend a school (college, business, trade)?

   a. yes

   b. no

3. Is it necessary to have a social security number in order to work in a department store?

   a. yes

   b. no

4. Does your state have a state income tax?

   a. yes

   b. no

5. Do you know what you want to do as a career?

   a. yes

   b. no

6. If so, do you know if you need more formal education or skilled training?

   a. yes, more formal education

   b. yes, more skilled training

   c. yes, no more education or training

   d. don't know

7. If you dropped out of school today, could you find a job to support yourself? (If you answer yes, name the job)

   a. yes job: _____

   b. no

12 Grade

8. Do you know how to make up a personal data sheet?

   a. yes

   b. no

9. Do you feel you need to know more about what to do during a job interview?

   a. yes

   b. no

10. Would you like to have further explored skills necessary for various jobs during high school?

    a. yes

    b. no

11. Do you know which jobs are most related to your best abilities?

    a. yes

    b. no

12. Do you feel more guidance would be helpful to you in deciding upon a career?

    a. yes

    b. no

13. Would the fact that you are reserved rather than gregarious (or vice versa) have any effect on your ability to perform in any job?

    a. yes

    b. no

14. Are you aware of how much demand there is (or will be) for the occupation you have chosen?

    a. yes

    b. no

12 Grade

15. If you have taken any aptitude tests, have they helped you to discard or add new areas of possible employment?

    a. yes

    b. no

    c. no tests taken

16. Is it necessary for you to commence working as soon as you graduate?

    a. yes Why: _____

    b. no _____

17. Can you "afford" to spend one or more years going to a school after you graduate from high school?

    a. yes

    b. no

18. Can you live at home and attend school after you graduate from high school?

    a. yes

    b. no

19. Do you have to have a social security number in order to file an income tax?

    a. yes

    b. no

20. Is it a good idea to take a friend with you on a job interview?

    a. yes

    b. no

21. Who or what has had the most influence on your career plans?

    a. parents d. personal interests

    b. teachers e. other: _____

    c. desire for security

22. If you have picked a specific occupation to follow, do you know what skills and/or talents are needed?

    a. yes

    b. no

12 Grade

23. For those who are planning to go on to a school of some kind (business, college, trade):

    a. Are you aware of the deadlines for filing an application of admission?

        1. yes 3. don't know

        2. no

    b. Are any scholarships available?

        1. yes 3. don't know

        2. no

    c. Do you know the deadline date for applying?

        1. yes 2. no

    d. Are loans available from the school of your choice?

        1. yes 3. don't know

        2. no

    e. If so, are you aware of the deadline date for applying for a loan?

        1. yes 2. no

24. Approximately how much will it cost you to go to school for one year (tuition, fees, room, board, books, supplies, etc.)?

    a. $100.00 - $500.00 d. $3,000.00 or more

    b. $600.00 - $1,000.00 e. don't know

    c. $1,100.00 - $2,500.00

25. If you have worked during the summer or school year:

    a. Has this affected your career choice?

        1. yes

        2. no

b. Did you have several jobs to choose from?

1. yes

2. no

c. Did you work in order to earn money for:

1. clothes
2. college
3. business school
4. trade school
5. school activities
6. other: _____

26. Would job training be more helpful to your job choice than going to college?

a. yes

b. no

27. Should school courses you have taken appear on your personal data sheet?

a. yes

b. no

28. During a job interview which of the following should you ask about?

a. working hours
b. salary
c. benefits
d. job duties
e. all of the above
f. none of the above

Answer each of the following questions:

29. List the skills and/or talents needed in the career of your choice.

Career Choice	Skills/Talents needed

30. Indicate whether you prefer working with people, animals or ideas, and explain how this can affect your career choice.

12 Grade

31. What steps must you take to obtain a social security number?

32. What is the maximum amount of money you can earn without having to file a federal income tax return?

33. List several ways to become prepared for a job without going to college.

34. List 5 jobs that require licensing by the state and tell why they must be licensed.

Job	Why it must be licensed

35. List at least 5 things that should appear on a personal data sheet.

36. Give a brief definition of what you think "Career Education" is:

DIRECTORY OF SCHOOL RESOURCE PEOPLE AVAILABLE THROUGH HELENA KIWANIS CLUB

1972

As one of its public services to the community the Helena Kiwanis Club provides the following list of individuals available to speak to classes on a variety of topics.

Membership of the Club represents a wide variety of occupations with which members have first hand experience and on which they will be qualified to speak. In addition some members have had experience of a special nature which will enable them to contribute to the knowledge of students. Some members listed in the directory are employed by firms that could make additional employees with specialized knowledge and experience available to classes. In such cases members, when contacted, may suggest such persons.

An asterisk before a name indicates that that person will be willing to host a field trip to his place of employment.

Listed with the names are the occupations engaged in, the home telephone number and the business number listed as a second number, the student level on which the speaker prefers to speak, and the topic on which he feels best qualified to provide information.

Teachers are urged to take advantage of this diversified source of information for their classes. In contacting speakers information should be given on the type and level of the class, the interests of the students, length of time at the disposal of the speaker, and whether a question and answer period is desired. For many speakers the question and answer period may be the most effective approach in involving student participation and placing the session on an informal basis.

Members of the Club want this service to be as useful as possible and any suggestions from teachers directed toward this end will be appreciated.

Vocational Guidance Committee

(Appendix E)

NAME	OCCUPATION	HOME TEL.	BUS. TEL.	LEVEL	TOPIC
*Allen, George	Mgr. J.C. Penney Co.	442-5259	442-7230	Jr.&Sr.Hi. College	Retail Merchandising
Alvord, William	Supt. of Fisheries Fish & Game	442-3189	449-2447	Jr.&Sr.Hi. College	Wild life in Montana Fish Planting and Commercial Fishing
*Anderson, Walter	City Manager	442-9697	442-6850	Any Level	City Government Community Development
*Andrews, William	Pres. Union Bank	442-6009	442-5050	Jr.&Sr.Hi	How a Modern Bank Serves you
Ballinger, Dr. Wm.	Dermatologist	442-2620	443-3610	Sr. Hi. College	Skin Diseases Skin Care
*Bennett, George	Attorney	442-9855	442-3690	Sr. Hi.	The Legal Profession The Legislative Process
Booth, Ed	Attorney	442-4701	442-8560	Jr.&Sr.Hi College	The Law and You
Cain, Alan	Attorney	442-7005	442-3690	Any Level	The Legal Profession
Campbell, Wm.	Chief Accountant Montana Power Co.		442-4610	Any Level	How Do We Get Our Electric Power; Public Utilities
Coffey, Dr. Mike	Optometrist	442-5128	442-7199	Any Level	Vision Problems and Their Correction
Dalley, Rex	Ex. Sec'y Mont. H.S. Ass'n	442-5273	442-6010	Any Level	High School Extracurricular Activities; Religion
*Delano, John	Sec'y Montana Railroad Ass'n		442-4810	Any Level	Railroads & Transportation Shotguns
Dightman, Richard	State Meteorologist	442-1100	442-9040 Ext. 3204	Jr.&Sr.Hi. College	Weather Forecasting Air Pollution Problems & Control; Music

NAME	OCCUPATION	HOME TEL.	BUS. TEL.	LEVEL	TOPIC
Dodge, Orville	College Professor	443-3192		Jr.&Sr.Hi. College	College Teaching
Erickson, Bart	Attorney		442-7380	Sr. Hi. College	Laws, Courts, & People
*Feller, Al	Insurance Sales	442-5814	442-4630	Sr. Hi.	Insurance & You Sports & Recreation
*Gilluly, Sam	State Historical Society Director	442-2887	449-2694	All Levels Above Gr. 2	Montana & Local History Careers in Journalism
*Grose, Steve	Home Bldg. & Loan Sec'y - Treas.	442-3755	442-6142	Sr. Hi. College	Savings Plans & Financing Home Purchase Through Bldg. & Loan Associations
Grove, John	Fire Control Officer Forest Service	442-1488	442-9040	Any Level	Effect of Mining Activities on Nat'l Forests Land Use Planning & Zoning Power Consumption Effect on Basic Resources
Harrington, Fr. Joe	Pres. Carroll College	442-9702	442-3450	Depending on Topic	Will Supply Speakers from College on Variety of Subjects
*Harrison, James	Attorney	442-9193	442-6350	Any Level	A House Majority Leader Views the Legislature
*Harrison, John	Associate Justice Supreme Court	442-5833	449-2626	Any Level	Court System Air Pollution Tuberculosis
*Hase, Ernest	Sup't American Smelting & Refining Co.	442-8181	227-5311	Sr. Hi. College	Chemical Engineering Ore Refining
Howard, Stan	County Extension Agent	442-2089	442-9110	Sr. Hi.	Agriculture, Gardening, Conservation Practices

NAME	OCCUPATION	HOME TEL.	BUS. TEL.	LEVEL	TOPIC
*Holliday, Dave	General Manager KBLL Radio & TV		442-6620	Any Level	State & Local Government Radio & TV Broadcasting
*Homstad, Gerald	Mgr. J.M. McDonald Co.	443-3632	442-6290	Sr. Hi. College	Retail Merchandising
*Ingram, O. F.	Construction Contractor	442-0789	442-5102	Sr. Hi. College	The Construction Industry
*Jesperson, Gary	Civil Engineer Highway Department	458-5614	449-2489	Jr.&Sr.Hi College	Highway Department and Our Public Road System
*Jorgensen, Henry	Elementary Principal Central School	442-8343	442-5620	Any Level	Local Gov't, Taxation, Education Helena Water System (with slides)
*Knous, Howard	Vice Pres. Federal Reserve Bank	442-8724	442-3860	Any Level	National Monetary Policy Federal Reserve System
*Kralicek, Ed	Dental Technician	442-8521	442-7886	Any Level	Dental Supplies Produced in Laboratory
*Linsted, Robert	Merchandising Home Furnishings & Kitchen Appliances - Rucker's	442-6048	442-2703	Jr.&Sr.Hi.	Interior Decorating and Home Planning
Loble, Lester	Retired District Judge	442-4804		Any Level	Lester Loble Foundation Judicial System
*Lucht, Archie	Jr. Hi. Principal	442-7945	442-5720	Any Level	Schools; Political Career; Border Patrol
Massman, Hugh	Attorney	442-7684	442-2111	Any Level	Practice of law cooperatives

NAME	OCCUPATION	HOME TEL.	BUS. TEL.	LEVEL	TOPIC
*McHugh, Ed	Dairy Manager	442-7076	442-0080	Any Level	Sanitation, Food Preparation Dairy Farming, Manufacturing, and Sales
Melton, Dwight	Personnel Director St. John's Hospital	442-9484	442-1210	Sr. Hi.	Careers in Hospital and Food Processing Fields
*Morrison, John	Civil Engineer	442-5085	442-3050	Any Level	Architectural Planning and Construction
Murdock, Les	Investment Broker	442-7461	442-7053	Jr.&Sr.Hi. College	Services of Investment Broker Stocks and Bonds, Stock Exchange
Murray, Wallace	Montgomery Ward Sales Manager	443-3428	442-7710	Any Level	Mail Order Merchandising Sports & Recreational Activities
*Neath, Ernie	Executive Sec'y of Masonic Home Trustees	442-6483	442-3730	Jr.&Sr.Hi	Radio & TV Broadcasting Music Education Institutional Care of Elderly People
*Nelson, James	Personnel Director St. Peter's Hospital	458-5334	442-2480	Any Level	Careers in Hospital Field Make Available Speaker on Any Health Care Topic
Nicolet, F. W.	Salvation Army	442-4052	442-4020	Any Level	Careers in Social Work Counseling Handicapped & People with Problems
Ogren, Mel	Retired H.S. Principal and Science Teacher	442-6456		Sr. Hi.	Education Outdoor Recreation
Patrick, Chase	Vice President First Nat'l Bank	442-7562	442-2540	Jr.&Sr.Hi.	Credit Management Problems of Handling Money Legislation

NAME	OCCUPATION	HOME TEL.	BUS. TEL.	LEVEL	TOPIC
*Pattison, Al	Director of Y.M.C.A.	442-9202	442-2386	Any Level	Y.M.C.A. Activities Camping - Gen'l Recreation
Pyfer, Clark	Certified Public Accountant	227-6287	442-5520	Sr. Hi. College	Accounting Careers Esperento (internat'l language) Taxation - Service Clubs
Remington, George	Publisher Independent Record	442-6400	442-7190	Sr. Hi. (Field trips by Jr.&Sr.Hi)	Newspaper Publishing News Reporting; Film on "Careers in Journalism"
*Sharp, Jack	District Manager Social Security Adm.	442-2731	442-9040 Ext. 3208	Jr. & Sr.Hi. College	Social Security Program
*Shope, Richard	Architect	442-0755	442-9410	Sr. Hi. College	Architectural Services City Planning
*Slaughter, Glenn	Loan Officer Small Bus. Adm.	458-5832	442-9040 Ext. 3381	Sr. Hi. College	Accounting; Business Management & Financing; Fed'l Gov't as your employer
*Smith, Jack	Naegele Office Supply	442-1779	442-9400	Any Level	Modern Office Supplies & Equipment
Sparing, James	Mountain Bell Telephone Co. Engineer	442-1461	449-3500	Elementary Jr.&Sr. Hi.	Engineering a complex Telephone Network System
Spurgin, Dr. C.A.	Dentist	442-3429	442-1870	Elementary	Conservation of Teeth Through Proper Care and Dental Services
Steen, Russell	Administrator Shodair Hospital	442-4180	442-1980	Any Level	Shodair Hospital Services Health Occupations
Sternhagen, Wm.	Attorney	442-9241	442-0070	Any Level	Legal Services;Law Enforcement Consequences of Breaking Laws
*Sweeney, Al	Supervisor Mountain Bell	442-7214	449-2300	Jr.&Sr.Hi. College	Telephone Communications

NAME	OCCUPATION	HOME TEL.	BUS. TEL.	LEVEL	TOPIC
Thompson, Ken	Mgr. Centralized Warehousing and Truck Brokerage	442-3872	442-3312	Sr. Hi. College	Wholesale Merchandising Centralized Warehousing
Tiddy, Dr. Wm.	Dentist Dentist for Boulder River School	442-6572	442-1130	Any Level	Dental Profession Handicapped, Mentally Retarded Children
Tuck, Nolan	Mgr. Ambassador Drug	442-0642	442-2196	Jr.&Sr.Hi.	Prescription Drugs
Valentine, Cpt. Edmund	Sr. Army Advisor	442-7984	442-7984 Ext. 3207	Sr. Hi. College	The Armed Forces
Vladic, Don	Mgr. Garrett Freight Lines	442-4920	442-2259	Jr.&Sr.Hi.	The Role of Trucks in Freight Transportation
Weber, Alfred (with Ernie Neath)	Organist	442-2454		Jr.&Sr.Hi.	Professional Music as a Career
Wix, Robert	Administrator Deaconess Home	442-8334	442-7920	Any Level	Problems of Youth The Deaconess Home
*Yuhas, Quintin	Millwork Contractor	442-5346	442-4707	Any Level	Contracting, Constructing, Cabinet Furnishings Chemistry

*Individuals listed with an asterick have indicated willingness to host a field trip by a class to their place of employment.

"NEXT STEP" SCHOOL RESOURCE PEOPLE

Name	Topic
Captain Adams	Army National Guard
George Allen	Merchandising
Mr. Anderson	Service Station Accountant
Walter Anderson	City Manager
Dr. William Ballinger	Skin Care
Del Barenacoff	Banking
Larry Bashum	Federal Aviation Association
Frank Bell	Telephone Company
Judge Gordon Bennett	Court System
William Blake	Food Store Manager
Harold Blanchard	Civil Engineer
Lennie Boe	Newspaper Business
Max Boon	Army Recruiter
Captain Brockway	Fire Station
Richard Brodowy	Federal Aviation Association
Dick Brown	Sewage Plant Manager
Jan Brown	Model Cities
Doug Burgess	Aviation Instructor
Mrs. Ed Chenkovick	Bee Keeper
Mary Helen Chesney	Catering
Brent (Doc) Clement	Water Treatment Operator
Ken Cole	Career Education
Bill Coon	Merchandising
Lois Coons	Lunchroom Supervisor

Name	Topic
Dave and Judy Cornell	Pottery and Glass Blowing
Les Cramer	City - County Health
Julie Crane	Fabric Merchandising
Barb Crebo	Health Occupations
William Dawe	Peterson Lumber Co.
John Delano	Railroad Commission
Mr. Dickie	Service Station Manager
Richard Dightman	State Meteorologist
Mary Ann Diskins	Army Recruitor Telephone
Ralph Domer	Stone mason - Bricklay
Don Frederickson	Banking
Sam Gilluly	Newspaper History
Mrs. Golden	Chicken Farming
John Grove	U. S. Forest Service
Judy Harbi	Dental Assistant
Don Henderson	Telephone
Eunice Hilt	State Nursery
Dave Holliday	T.V. Manager
Stan Howard	County Extension Agent
Jay Huddelston	Car Baler
Duane Jackson	Aviation
Dale Jarrell	Forest Service
Henry Jorgensen	Helena Water Supply
Bob Keck	Highway Department
Harold Keilman	Aviation Instructor
Jim Keim	Dairy Processing
Edwin Kralicek	Dental Lab

Name	Topic
Clint Krider	Highway Department
Emma Larsen	Candy Maker
William Leary	Director of Mont. Hospital Association
Myron Liab	Baker
Lloyd Linden	Safety & Ambulance Driving
Bob Lindquist	Banking
Larry Longfellow	Santitation Engineer
Scott Lucero	Sewage Plant Operator
Vincent Maddio	Beauty Shop Operator
Carl Marsh	U. S. Forest Service
Hugh Massman	Lawyer
Sylvia McCready	Telephone
Bill McCurdy	Aviation Instructor
Mollie McHugh	Dairy Farming
Peter McHugh	Dairy Farming
William McKenzie	Forest Ranger
Kim McMilliam	Manager of Lumber Mill
Dave Middlemas	Sheriff - Law Enforcement
Bill Mills	Nursery
Jim Mitchell	Implement Dealer
Milton Mitchke	Post Office
Jeffrey Morrison	Flying Service
Mrs. Mulligan	Service Station
Jim Nelson	Hospital Personnel Director
Bob Newhouse	City Engineer
Elmer Olson	Newspaper
Ralph Page	Food Purchaser
Chase Patrick	Banking

Name	Topic
Ellen Peterson	Career Education
Ed Porter	Juvenile Officer
Victor Froul	Catering
Paul Rank	Meteorologist
Jim Riis	Dairy Processing Plant
Sid Rispen	Food Store Manager
Ray Samms	Food Store Manager
Kirby Schwenk	U. S. Forestry
Jackie Shipton	Dental Assistant
Si Siefert	Clothing Store Manager
Robert Simkins	Banking
L. E. Smith	Masonry Contractor
Wanda Smith	Health and Hospital
Russell Steen	Health Occupations
Al Sternberg	Building Consultant
John Stock	Geology and Gems
Irving Swenson	Baker
Dave Thomas	City - County - Health
Dr. William Tiddy	Dental Profession
Mrs. Donald Tintinger	Constitutional Convention
Jim Toner	Health Planning
Mrs. Towee	Museum Curator
Bob Towe	T. V. Manager
Roger Traweek	Public Relations
Nolan Tuck	Merchandising
Captain Valentine	Aviation
Al Varnado	Telephone Repairman
Gordon Warren	Editor of Newspaper

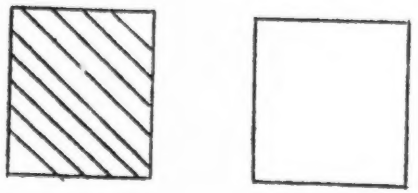
Name	Topic
Art Whitney	Fish & Game Management
Frank Wiley	Historical Aviation
Verna Williams	City Government
Ralph Williamson	Aviation Instructor
Joe Wilson	Model Cities
Vincent Yanone	Fish & Game Educator

APPENDIX F

OVERALL PERCENTAGE OF STUDENT PARTICIPATION

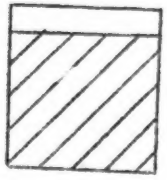
PER ELEMENTARY SCHOOL FOR SCHOOL YEAR 1971-1972

BASED ON SCHOOL ENROLLMENT SEPT. 15, 1971

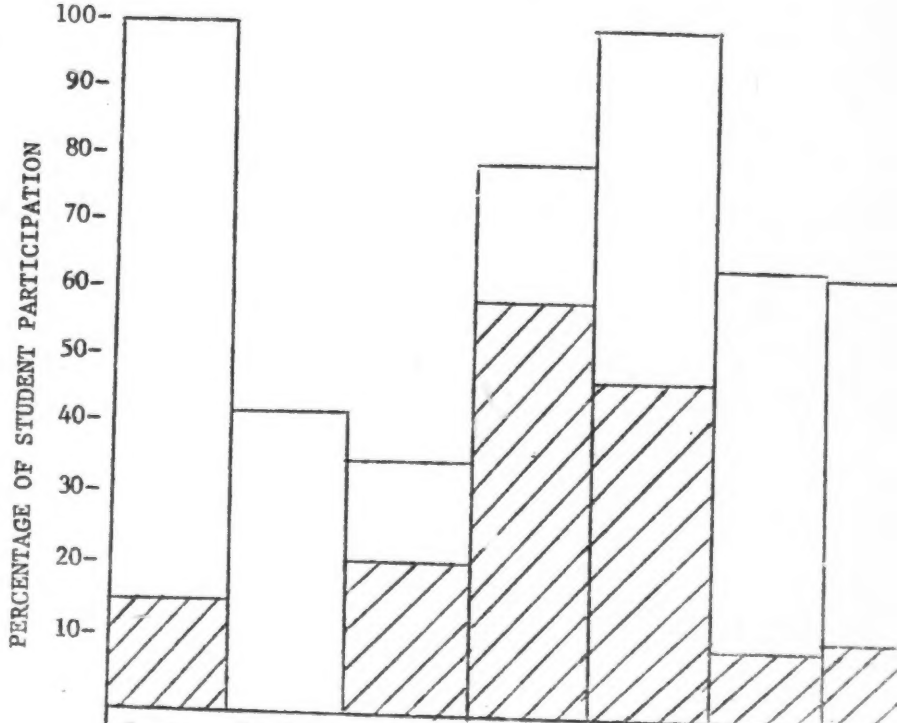


% of student participation 1st semester

% of student participation 2nd semester



Overall % of student participation for year 71-72

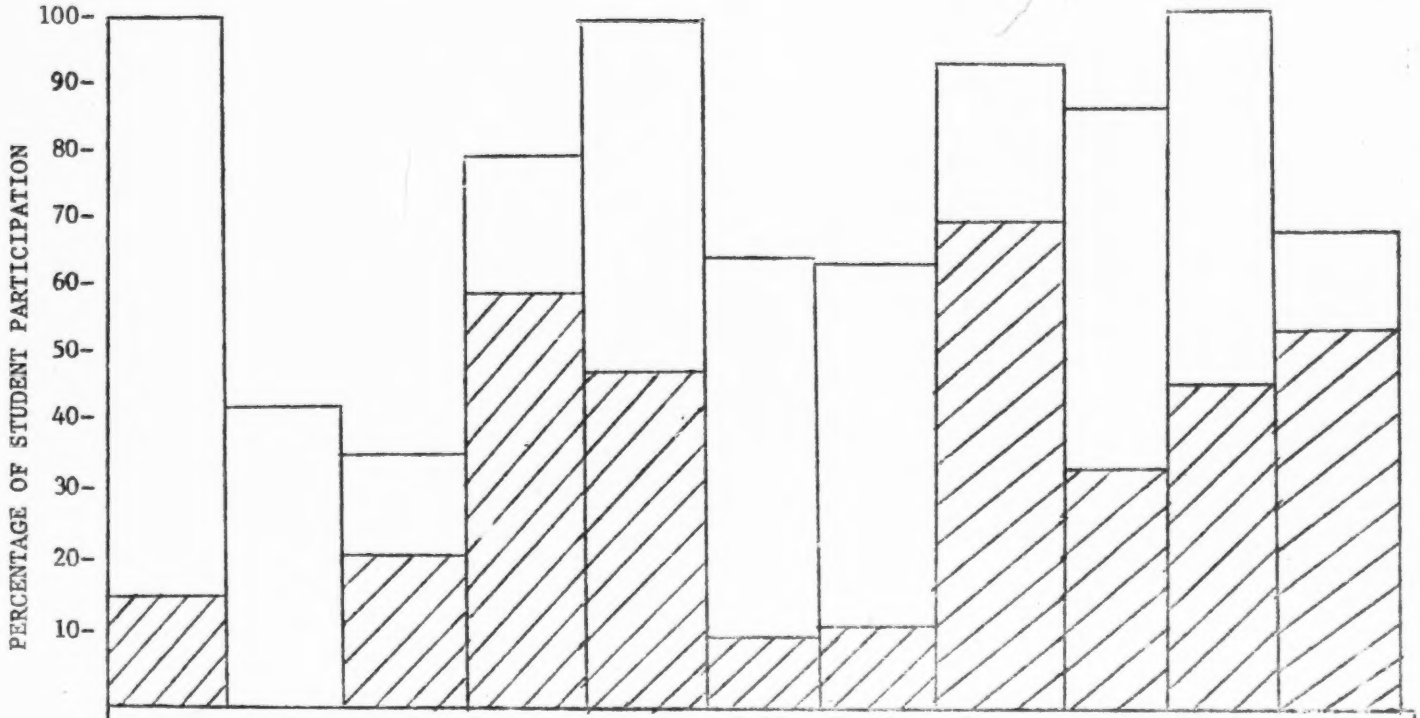


	Cent.	Butler	Bjork	Bryant	Lincoln	Jeff	Hawth
TOTAL NUMBER STUDENTS ENROLLED	436	91	251	242	304	334	275
TOTAL NUMBER STUDENTS PARTICIPATING	436	40	94	193	304	224	175
PERCENTAGE STUDENTS PARTICIPATING	100	43	37	80	100	67	65
TOTAL NUMBER TEACHERS PER SCHOOL	18	5	12	10	13	14	12
TOTAL NUMBER TEACHERS PARTICIPATING	18	2	5	8	13	9	8
PERCENTAGE OF TEACHERS PARTICIPATING	100	40	42	80	100	64	75

OVERALL PERCENTAGE OF STUDENT PARTICIPATION

PER ELEMENTARY SCHOOL FOR SCHOOL YEAR 1971-1972

BASED ON SCHOOL ENROLLMENT SEPT. 15, 1971



% of student participation 2nd semester

f student
or year 71-72

	Cent.	Butler	Bjork	Bryant	Lincoln	Jeff	Hawth	Ross	Brdw.	Smith	CRA	TOTAL
NTS ENROLLED	436	91	251	242	304	334	275	344	395	189	426	3276
NTS PARTICIPATING	436	40	94	193	304	224	175	317	340	189	286	2598
S PARTICIPATING	100	43	37	80	100	67	65	92	86	100	67	79
ERS PER SCHOOL	18	5	12	10	13	14	12	15	16	8	17	140
ERS PARTICIPATING	18	2	5	8	13	9	8	14	14	8	12	111
HERS PARTICIPATING	100	40	42	80	100	64	75	93	88	100	71	79

APPENDIX G

HANDICAPPED STUDENTS

	Grades 1 - 6	Grades 7 - 12	Special Ed.
Hard of Hearing	39	50	
Language and Speech	149	20	24
Cleft Lip and Palate	2	4	0
Convulsive Disorder	7	11	6
Cerebral Palsy	1	2	1
Orthopedic	13	13	0
Poor Vision and Amblyophia	11	31	5
Cardiac	7	4	0
Asthma, Hayfever, Eczema	23	6	0
Diabetes	5	21	0
Other Conditions	23	21	5
Total	280	183	41
Total Enrollment	3266	4024	95

MENTAL RETARDATION

Trainable	12
Beg. Primary	11
Primary	8
Beg. Intermediate	14
Intermediate	12
Jr. High	14
Sr. High	19
Total	90

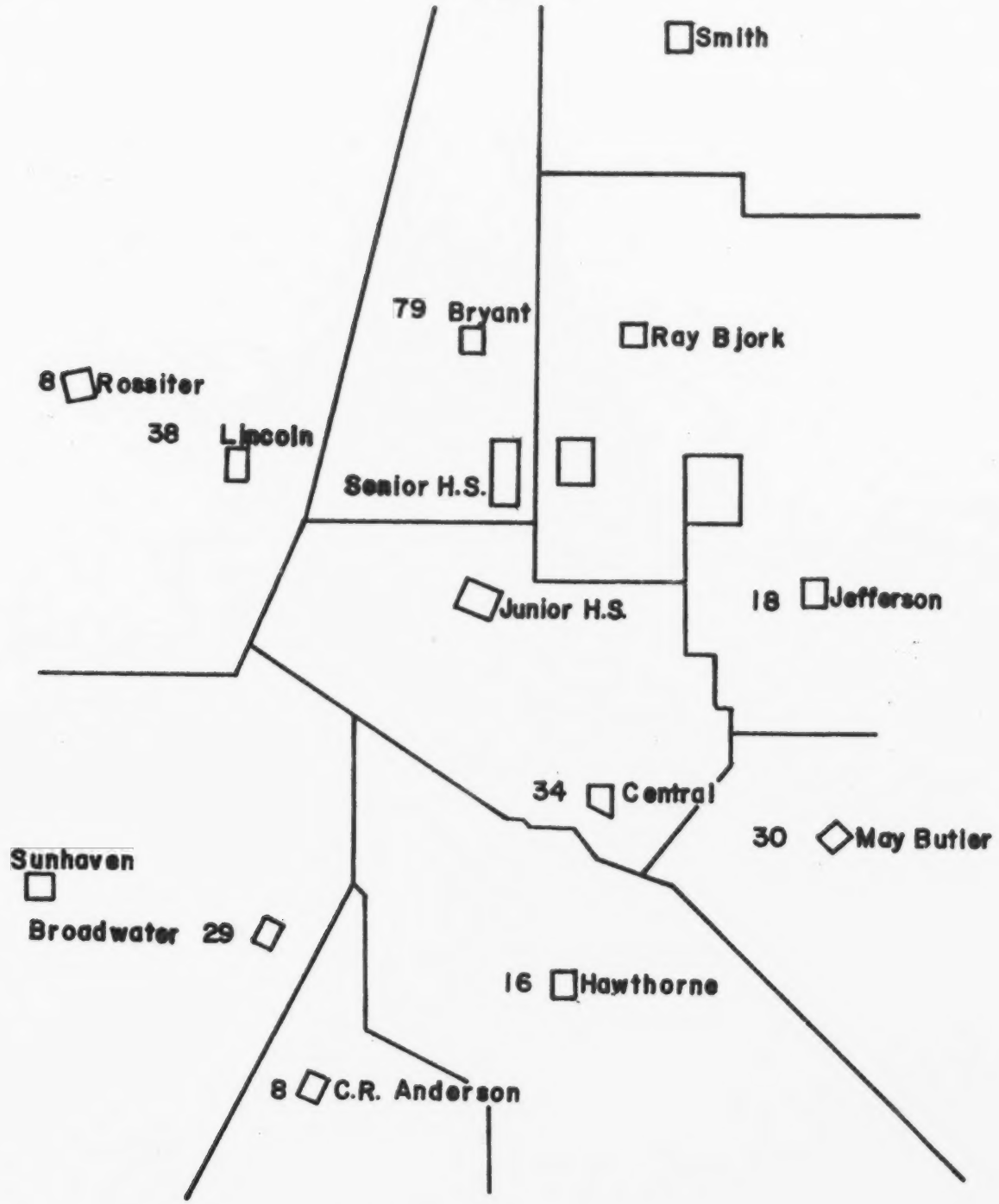
DLC

Elementary	83
Jr. High	15
Sr. High	12
Total	102

(Appendix H)

NUMBER OF CHILDREN (ADC) PER SCHOOL AREA

JUNE, 1972



TOTAL = 260

APPENDIX I

SURVEY OF

HELENA, MONTANA, 1971-72 SCHOOL YEAR

10TH - 11TH - 12TH GRADE DROPOUTS

PROJECT NO. 0-361-0169
CONTRACT NO. OEC-0-71-0684 (361)

"THE NEXT STEP - A COMPREHENSIVE PROGRAM
IN OCCUPATIONAL PREPARATION AND PLACEMENT"

EXEMPLARY PROJECT IN VOCATIONAL EDUCATION

CONDUCTED UNDER

PART D. OF PUBLIC LAW 90-576

WILLIAM A. KORIZEK

HELENA SCHOOL DISTRICT NO. I

SEVENTH AVE. AND ALLEN ST.

HELENA, MONTANA 59601

MAY 19, 1972

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INTRODUCTION

The role of education has the underlying premise of preparing an individual with the necessary understandings, knowledges, and skills in order to pursue one's chosen career goals as an American citizen. Those who drop out of today's educational channels, for one reason or another, before adequate preparation actually run a greater risk of not succeeding. Moreover, these people become better potential candidates of joining the ever increasing welfare roles and unemployed or underemployed ranks.

In the past, Helena's educational program has rather neglected the area of school dropouts. Even though a program was conducted during the summer of 1970 in order to contact Helena's dropouts, attempt to rectify educational drawbacks, and develop corrective recommendations-little or no corrective action has been taken to rectify the situation.

GOALS

In March, 1972, an effort was undertaken to talk to Helena's dropouts appearing during the on-going school year, with the following purposes in mind.

1. Identify Helena's current dropouts.
2. Determine causes for dropping out.
3. Derive recommendations for preventive programs to minimize future dropouts.

However, upon implementation of the survey, the scope took on further depth by determining each individual's interest area(s), and career and educational aspirations. Thereby following up with advising each contacted dropout of

(1) appropriate educational opportunities available, (2) when feasible, providing observations of on-going programs in order to motivate, and solidify or re-adjust their aspirations, and (3) provide assistance in job placement.

PROCEDURE

The approach to surveying Helena's dropouts was the personal interview. Although more time consuming than other possible approaches, the advantages of more effective survey results and career assistance provided took precedence in this situation.

A survey form to guide interviewing was developed and presented to the local Concentrated Employment Program (CEP) and high school counselors for recommendations on the 9th and 14th of March respectively. Upon revision of the proposed questionnaire, seven dropouts were selected from CEP for a pre-test of the form on the 15th and 16th of March, and flaws detected were corrected. (See Appendix A)

A parental/guardian form was devised for a two fold purpose (See Appendix B): (1) to gain parental/guardian comment on the efforts of the schools to educate their child, and (2) to record desired information (i.e., interest, whereabouts, and marital and work status, if possible) when the dropout could not be personally interviewed.

To gain the initial information required to locate Helena's dropouts, the cooperation and assistance was secured from the Helena Senior High School and Sunhaven counselors. These people were then consulted periodically to revise the dropout standings. As this initial information was received, a standard form was mailed to the dropout in-care-of the parent/guardian to inform them of the attempt to interview, the reason be-

hind it, and an invitation to contact the interviewer if desired. (See Appendix C) The approach was found to be quite effective in eliminating possible doubt to the validity of the interviewer, and for obtaining quicker responses.

The survey was formally discontinued as of May 19, 1972, for the purpose of developing this report. However, the study will continue until the end of this school year in order to attempt to contact those not already interviewed to give aid in educational and career direction.

HELENA'S HIGH SCHOOL DROPOUT STATUS

Helena's dropout situation, as indicated in Table 1, is currently 105 out of 1,960 students enrolled as of the beginning of the 1971-72 school year. This figure represents a 5.31 percent dropout rate. Furthermore, the largest group appearing in the dropout ranks stems from the junior class, 23 boys and 25 girls, tallying 48 dropouts, and reflecting a 7.26 percent dropout rate. Unfortunately at the present time there is no way of comparing results to other Montana schools since no such comprehensive and reliable figures are available.

DROPOUT FREQUENCY

The frequency of occurance by those dropping out of school, as reflected in Figures 1 and 2 (pages 7 and 8, respectively), presents some interesting possible correlations.

Considering the overall dropout frequency (Figure 1), the decision to leave school, or the occurance of unvoluntarily being expelled, is primarily completed by the end of February. The first emphasis of activity occurring during the first three months (i.e., September, October, and November)-possibly the result of being unable to readjust to the school environment. The second emphasis curiously occurring just prior to and just after the end of the first semester of school.

Table 1

Helena's 10th, 11th, & 12th Grade Enrollments
and General Dropout Figures

10TH, 11TH, & 12TH GRADE ENROLLMENTS AS OF SEPTEMBER 15, 1971

Helena Senior High School:			
12th Grade	615		
11th Grade	661		
10th Grade	331		
Senior High's Total Enrollment		1,607	
Sunhaven:			
10th Grade	353		
HELENA'S 10TH, 11TH, & 12TH GRADE ENROLLMENT			1,960

GENERAL DROPOUT DATA

Helena's Current Dropout Situation (As of May 19, 1972):

12th Grade	(18 Boys & 14 Girls) = 32	5.20%	(Base = 615)
11th Grade	(23 Boys & 25 Girls) = 48	7.26%	(Base = 661)
10th Grade	(11 Boys & 14 Girls) = 25	3.65%	(Base = 684)
TOTAL DROPOUTS	(52 Boys & 53 Girls) =105	5.31%	(Base =1960)

Dropout Frequency by School & by Grade (As of May 19, 1972):

Helena Senior High School

12th Grade . .	(18 Boys & 14 Girls) = 32	5.20%	(Base = 615)
11th Grade . .	(23 Boys & 25 Girls) = 48	7.26%	(Base = 661)
10th Grade . .	(7 Boys & 11 Girls) = 18	5.44%	(Base = 331)
TOTAL	(48 Boys & 50 Girls) = 98	6.10%	(Base =1607)

Sunhaven

10th Grade . .	(4 Boys & 3 Girls) = 7	1.98%	(Base = 353)

DROPOUT FREQUENCY BREAKDOWN

The breakdown of dropout frequency by grade presented in Figure 2 reflects simularities to the overall picture, but having some distinct dissimularities also. The senior class presentation reflects quite close simularities to the overall picture, with a separate distinction of no dropouts occurring after February. This may be resulting from those acknowledging that first semester grades stifled them from graduating with the regular class and the remainder having the realization that graduation was not too far off. Similar conditions seem to be occurring with the junior class, but the sophomore class is not representative of the general pattern. Possible considerations for the breaking of pattern by the sophomore class could be the legal age requirements for school attendance is lifted on most students usually at this grade level, plus these people do not have the aspirational goal of nearing graduation to hold them in school.

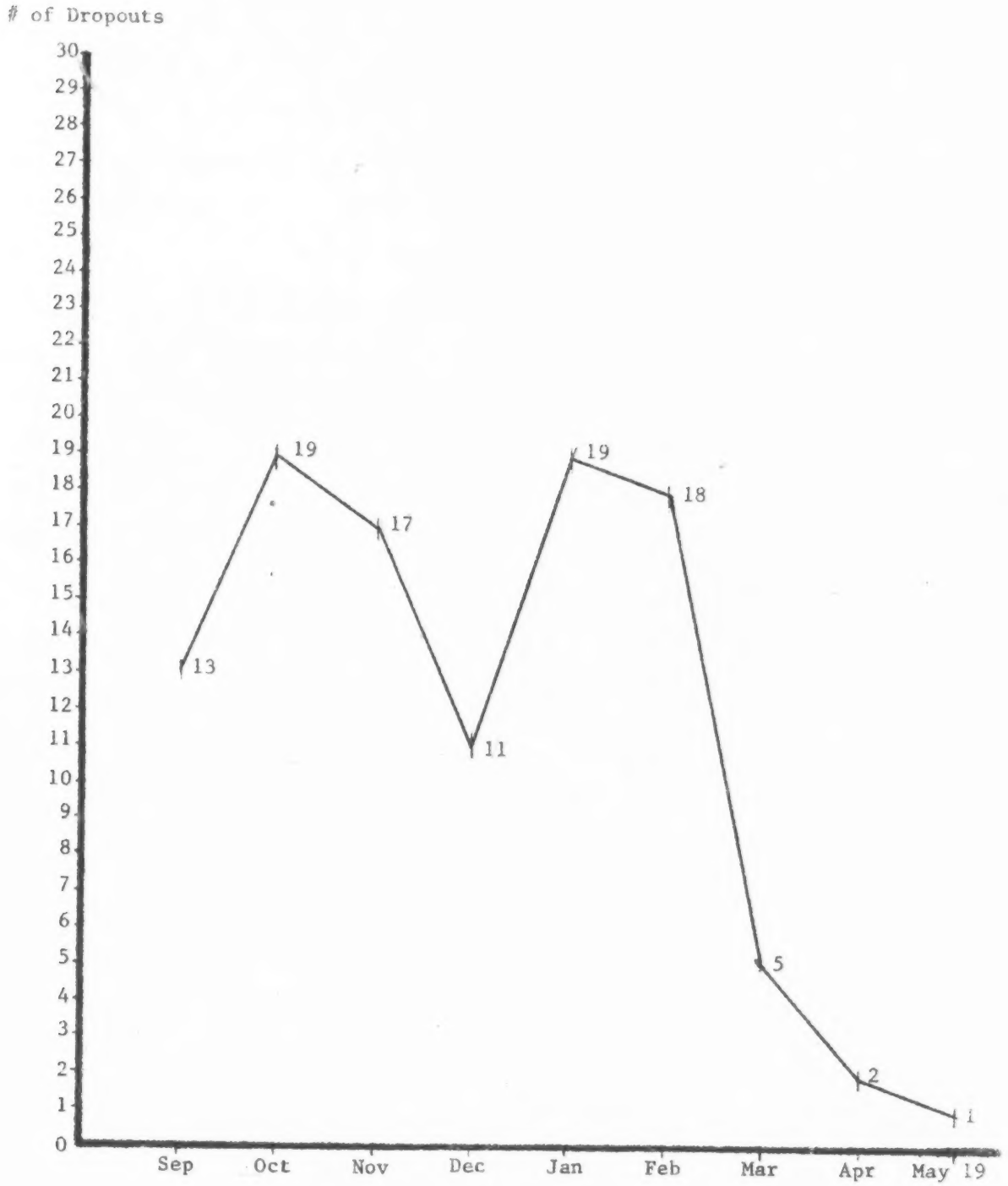


Figure 1

Helena's Total 10th, 11th, and 12th Grade
Monthly Dropout Frequency for the
1971-72 School Year

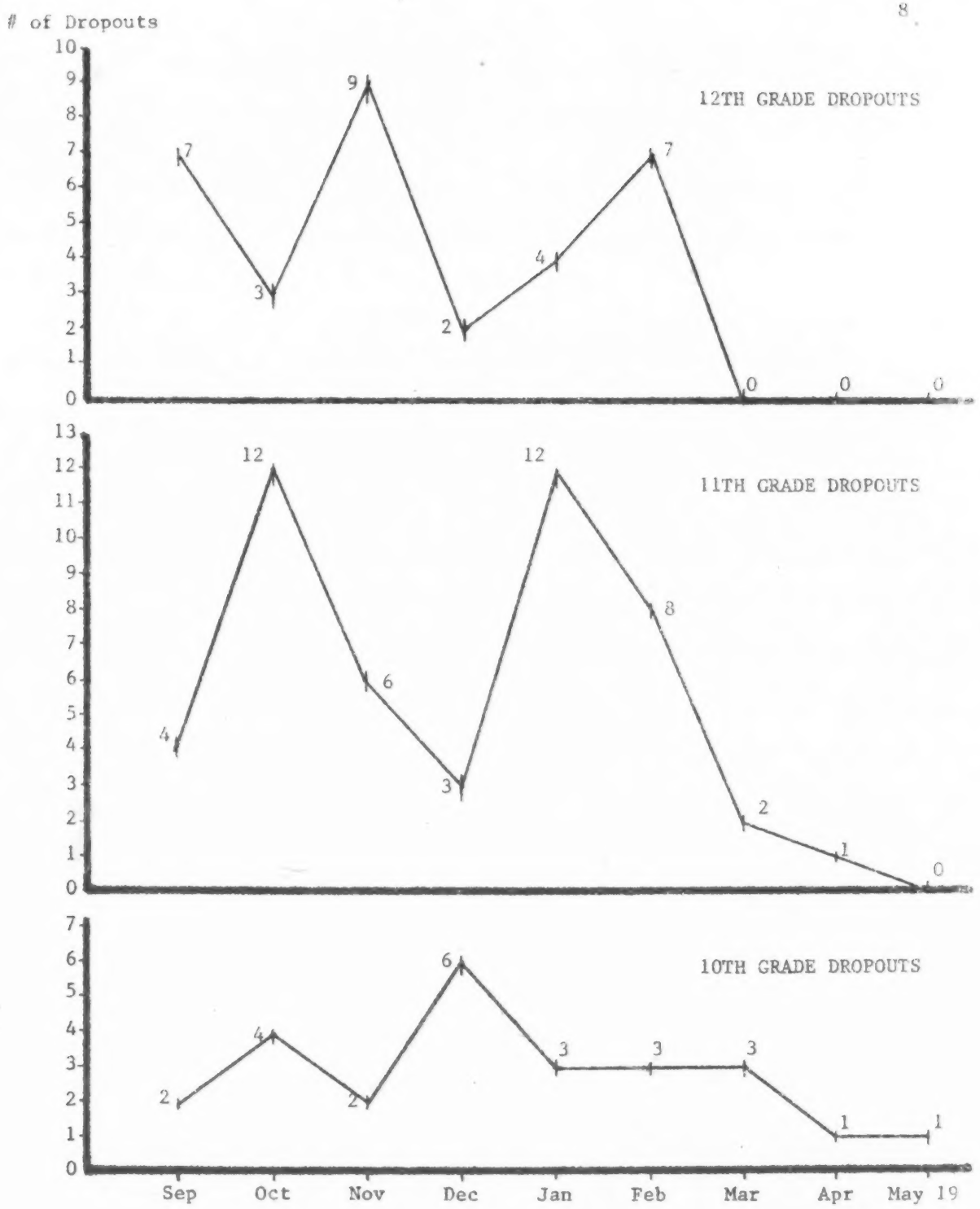


Figure 2

Helena's 10th, 11th, and 12th Grade
Monthly Dropout Frequency for the
1971-72 School Year

DROPOUT SURVEY RESULTS

It should be noted again that the cut off date of May 19, 1972, for this study is not a terminal date. Efforts will be continued to locate and interview dropouts, and in advising them towards their career aspirations until the close of this school year. The chapter pertaining to recommendations to follow will contain constructive proposed comments pertaining to this area.

STATUS OF DROPOUT SURVEY

One hundred five dropouts were identified from the current year enrollments. The status of the survey on the 105 dropout figure is broken down into the following categories:

		N	%
Uncooperative Contacts		4	3.8%
Contacts Interviewed		38	36.2
Out of Town			
Married & living elsewhere	5		
Single & living elsewhere	11		
Military Service	5		
Detention Home	2		
Job Corps	2	25	23.8
Located, but unable to contact		20	19.1
Unable to locate		18	17.1
		105	100.0%

IDENTIFIED INTEREST AREAS

From interviewing the 36 contacts and conversing with parents or guardians, upon not being able to personally contact dropouts, a total of 54 dropouts and their interest areas were identified. Because some dropouts indicated more than one interest area, a total of 66 interests were

identified from the 54 dropouts. As can be seen in Table 2, Appendix D, a broad diversification of interests were obtained. The two most significant areas of interest being (1) mechanics, with 11 boys and no girls interested, and (2) health occupations, with 2 boys and 8 girls indicating an interest.

FINDINGS FROM THOSE CONTACTED

Thirty-eight of the 105 identified dropouts for the 1971-1972 school year have been contacted and interviewed. Of the 38, 15 dropouts are boys and 23 are girls. The following is a presentation of the survey findings from these 38 dropouts that were interviewed.

At this point there should be a caution presented. The following comments of the contacted dropouts, even though a seemingly good cross section of those leaving school, should not be accepted as the voice for the entire dropout group. The facts and opinions to follow are of just those surveyed and cannot be considered a sufficient sample to represent the dropout group in its entirety.

Status of Those Surveyed

Grade level. As indicated by Table 3, the range of respondents fairs relatively well with the overall proportionment of current year dropouts. The largest category in both cases being the 11th grade class, then the 12th, and followed by the 10th grade class.

Table 3

Grade Levels of Dropouts Surveyed

	10th Grade	11th Grade	12th Grade	Total
Boys	4	6	5	15
Girls	5	11	7	23
Total Responses	9	17	12	38

Marital status. Of the 38 dropouts interviewed, 1 boy and 3 girls were currently married, with the remaining group (i.e., 34 dropouts) having the status of being single. None of the married girls were in the stage of pregnancy, nor raising children of their own.

Current residence. As indicated in Table 4, 13 (34.2 percent) of the 38 surveyed dropouts do not live with their parents. This may seem to indicate a sizeable number in respect to the rather short period of time that these people have left school, but no past data is available to substantiate this impression.

Table 4

Residency of Those Surveyed

	Boys		Girls		Totals	
	Single	Married	Single	Married	N	%
Living with parents	11	0	14	0	25	65.8
Not living with parents	3	1	6	3	13	34.2

Work experience. Contacted dropouts were asked if they had ever

held down a job (full or part time) while they were in school. (See Table 5) Results show that less than half (42.1 percent) have had the actual experience of searching out, qualifying for, and performing a paying job. This does not intend to reflect that those not having a job while in school did not attempt to secure one, but no data has been collected in this area to validate or disprove. It does reflect, however, that even if jobs were sought, negative results prevailed and a positive learning experience in job interviewing procedures were minimized.

Table 5

Part of Full Time Work Experiences of
Dropouts While in School

	Boys	Girls	Totals	
			N	%
No experience	8	14	22	57.9
At least one experience	7	9	16	42.1

Although the current work status of surveyed dropouts could be presented by stating that over half, i.e., 21 or 55.3 percent of 38 dropouts, are currently working-the distinct problem evidenced in Figure 3 would be neglected. Currently 17 dropouts are unemployed. Furthermore, 12 of the 21 working dropouts are not in an area they desire to continue in, thus reflecting dissatisfaction with their current situation.

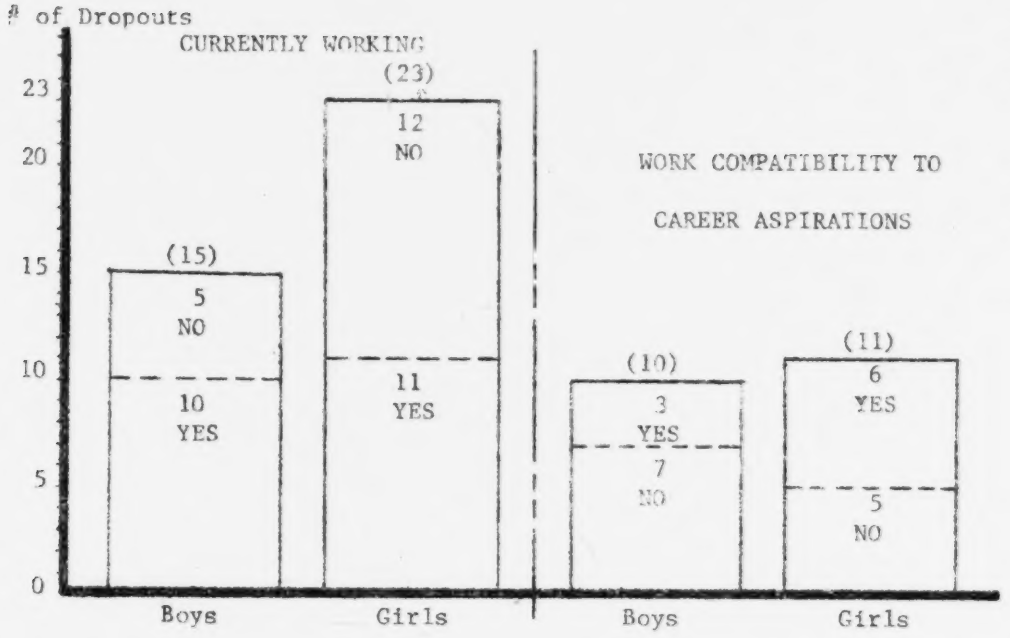


Figure 3

Current Work Status of Dropouts, and
Satisfaction of Those Working

Formal work preparation. Respondents were asked if they had received or were in the process of receiving formal training towards career preparation. Results are as indicated in Table 6. As evidenced, the largest group of responses occurred in the area of having no training and the second significant area of preparation steming from on-the-job preparation. Regular educational channels tended not to be utilized by this group for career preparation.

Table 6

Sources for Formal Work Preparation
Acquired or Being Acquired

	None	On-the-Job Training	Vo-Tech	CEP	Other
Boys	10	2	3	0	0
Girls	8	8	0	6	1
Totals	18	10	3	6	1

Attitude Towards School

The area considering the dropouts' attitudes towards school has been broken into three areas: opinions of things liked in school, reasons for leaving, and attitude towards decision to leave school.

Opinions of things liked in school. The reasoning for posing the question of what was liked in school to those interviewed was two fold: (1) to secure a constructive and rational attitude of the dropout prior to presenting the question as to why he or she left school, and (2) attempt to identify significant responses that may prove to be an indication for future guidance in implementing preventive dropout measures. Responses to the latter (See Table 7, Appendix E) presented no sound footing for recommended preventive dropout measures. However, it is worth noting that the largest response on courses of interest fell into the area of vocational-technical instruction, but not significantly enough to justify recommended action.

Reasons for leaving school. By posing the question to the 38 surveyed dropouts as to why they left school came a total of 59 primary and secondary reasons for their actions, as seen in Table 8, Appendix F. Comments varied greatly, but the most significant of these are presented in Table 9. The most recurring primary reasons for leaving school were (1) conflicts with staff (representing both administration and faculty), and (2) having no interest or value in school. These two areas made up 25 responses or 62.5 percent of the primary reasons for leaving school.

Table 9

Most Significant Primary and Secondary Reasons
Given for Dropping Out of School

PRIMARY REASONS		REASON FOR LEAVING	SECONDARY REASON	
Responses N = 40	%		Responses N = 19	%
13	32.5%	Staff	0	0%
12	30.0	No interest or value	3	15.7
4	10.0	Students	1	5.3
3	7.5	Grades	2	10.5
0	0	Health	4	21.0
1	2.5	Financial	2	10.5
0	0	Unable to take desired electives	2	10.5

Even though the best suitable environment was constantly strived for in order to secure the most reliable responses, a question must arise pertaining to the noted reasons these dropouts have given for leaving school. Many no doubt are quite valid, but some are quite possibly the extension of another reason or problem that the dropout may not even be aware of. Such an example could possibly be a student with a reading problem: Such a situation might lead to limiting the student by not being capable of keeping upwith the class, achieving low grades, becoming discouraged, and becoming a discipline problem. Such a case may be forwarded to the front office for disciplinary measures. Shortly thereafter the student begins to skip school, becomes expelled, and blames the end result on everything except the real culprit--not being able to read proficiently.

Such questions as noted above ought to be considered when viewing these reasons for leaving school, yet should not be assumed to be the situation in each and every case.

Attitude towards the decision to leave. Respondents were asked to voice their opinions about their past decision to leave school, based upon what they know now. A significantly large number of girls, 16 or 69.6 percent, claimed their decision to leave school would be the same, thus indicating a relatively well thought out decision. (See Table 10) The boys did not fair as well, in that 7 or 46.7 percent would have reconsidered their decision and stayed in school.

Table 10

Dropouts' Reconsideration of Their Decision to Leave School

	BOYS		GIRLS		TOTAL	
	N	%	N	%	N	%
Retain Decision	6	40.0	16	69.6	22	57.9
Change Decision	7	46.7	6	26.1	13	34.2
Uncertain	2	13.3	1	4.3	3	7.9

Those Consulted on Intent to Leave School

As no doubt anticipated, the individuals primarily confided in were those in the immediate family unit, i.e., the mother and father. However, one unusual trend occurred in respect to the dropouts confiding with the school counselors. Twelve of the 23 girls claimed they had discussed their situation with a counselor, whereas only 1 boy out of 15 confided with a counselor. This situation tends to reflect a need for more emphasis on exit interviewing, but corrective change(s) should not be considered until further indepth investigation is applied to the matter.

Existence of Future Plans Upon Decision to Leave School

Dropouts were questioned to determine (1) if they had applied forethought to the prospects of leaving the school system, and (2) if proposed plans had been achieved. Findings would thus give an indication of the maturity of each individual surveyed and if more light could be shed on the need for exit interviewing for each dropout.

As indicated in Figure 4, the number of those who had prepared tentative future plans, and those carrying through their plans to its inception are quite low. Even though 20 dropouts did in fact have tentative future plans, only 8 succeeded in seeing them through and the remainder were either still in the process of achieving their preset goal(s) or had failed.

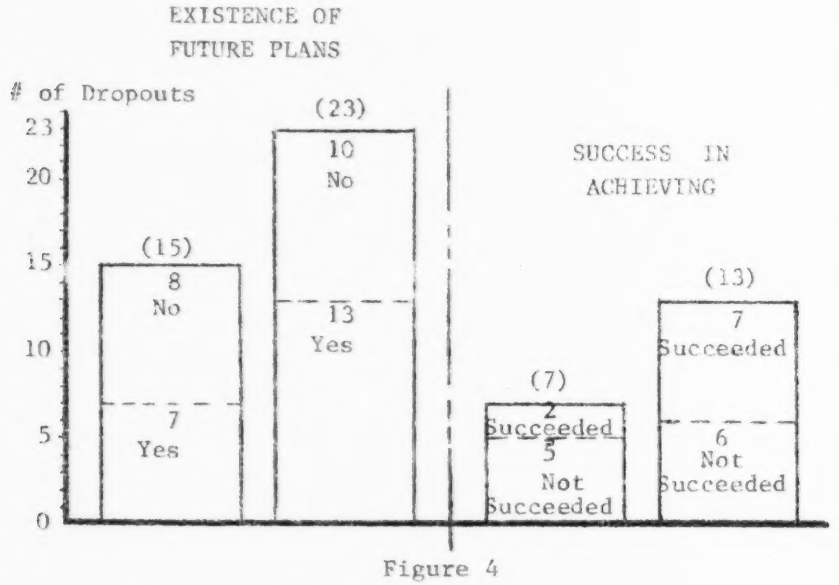


Figure 4

Existence of Tentative Plans Upon Leaving School
and Indicated Success in Achieving

Opinions on Career Education

During each interview-just prior to inquiring about opinions of

the career education concept-a determination of the individual's possible career interest area was made. Thereafter an explanation was presented of the career program utilizing the individual's interest area as a basis for description. The approach was used to give the dropout a full and realistic idea of what the program would entail under a situation apropos to the individual's educational level and interest area or areas indicated.

Upon gaining a good grasp of what would be involved in their particular situation, the question was posed as to whether or not they would enroll in such a program. All but two dropouts, i.e., 36 or 94.8 percent, were willing to enroll. Of the two not willing to enroll, one refused to answer all of the questions pertaining to career education since the individual felt that there might be an underlying committal to some undesirable situation later on, and the other refusal stemmed from being currently involved in a concentrated vocational program of the individual's liking and would not desire to change preparation approaches.

Inquiry into the desired site location for such a program found the 36 dropouts equally split in regards to 18 for having it located at the high school and 18 for locating it anywhere but at the high school. Reasoning for their disagreement for not having the high school the site of the career education program were as follows:

	Boys	Girls	Total
Current student populous	2	3	5 (27.8%)
Current administration & faculty	2	3	5 (27.8%)
School environment	2	6	8 (44.4%)

Those not desiring the career program located at the high school 18

Time of day desired by the 36 responding dropouts for the career education preparation was governed primarily by their current job status. As indicated in Table 11, the large majority desired day time instruction, yet still a respectable number, i.e., eight dropouts, presented the view of desiring evening instruction.

Table 11

Time Preference for Career Education Instruction

Time	Boys	Girls	Total	
			N	%
Day	10	18	28	77.8
Night	4	4	8	22.2

RECOMMENDATIONS

The following recommendations are based on findings p esented in this paper. However, some of these recommendations may have further reaching effect into Helena's educational program and not lim ted just to minimizing the dropout situation.

1. Grant accreditation for any coordinated non-academ : activity.

2. Increase emphasis on correlation of academic subje : matter to the world of work as reflected in students' tentative career a spirations.

3. Expand offerings for secondary career exploration a d some skill development at the Helena Vocational-Technical Center ur il such time that the Helena high school(s) has/have such capabilities to absorb these programs in their on-going plant facilities.

4. Incorporate vocational programs at the high school( ). The purpose would be to prepare those interested and in need with he basics for entry level employment, and thereby supplying realism and pplication to educational (career) preparation. Program developmentation would be primarily based upon the needs and interests of the student bo y, but also upon business community needs.

5. Incorporate career placement services at the high s ool(s) site(s) where services would be carried out by career placemen staff.

a. Provide or seek out educational source to provide preparation of skill in interviewing or refresher course as appropriate.

b. Dropouts

1) Exit interview

a) Interview, and test and review records as appropriate.

b) Determine interests and tentative career area(s).

2) Job placement compatable to career interest, and/or

3) Perform laison for educational preparation at appropriate training institutions.

4) Follow up to determine success.

c. Students in educational process desiring work experience.

1) Interview, and test and review records as appropriate.

2) Determine tentative career interest area(s).

3) Job placement compatable to career interest.

4) Coordinate work experience activities.

d. Students terminating education upon graduation.

1) Interview, test if appropriate, and review records to determine interest(s) and potential career areas.

2) Assist in job placement appropriate to career aspirations.

3) Follow up.

e. Perform periodic follow-ups on students assisted to determine effectiveness and possible corrective areas.

f. Seek out and maintain business community involvement for placement.

g. Promote placement program.

APPENDIXES

APPENDIX A

Name _____

Phone _____

Address _____

_____

1. Sex: Male - Female

2. Status: Single - Married - Divorced

Children: 0 1 2 3 4 5

3. School Year Upon Leaving (mo/yr) / / / / / 4. Grade Level Upon Leaving / /

5. Are you living at home presently (i.e., with your parents)? . . . . . YES__ NO__

WORK

6. Did you have a job while going to school? . . . . . YES__ NO__

7. Are you working now? . . . . . YES__ NO__

If YES: a. Doing what? _____

b. Is this the general area in which you hope to continue? . . YES__ NO__

If NO: What else do you have in mind? _____

8. What other work experiences have you had since leaving school, if any? (NONE) _____

TRAINING

9. Have you had any kind of training since leaving school? 1. No 2. OJT 3. Vo-Tech.

4. CEP 5. Apprentice

6. Other_____

DATA ON LEAVING

10. Is there anything in particular you liked about going to school? _____

11. What were your main reasons for leaving school? 1. Health 2. Financial

(* denotes 1st in priority) 3. Age Difference 4. Staff

5. Other_____

12. Did you discuss your decision to leave with anyone? 1. Father/ / / / 2. Mother / / / /

(CODE: 1. For staying in school.
2. For leaving school.
3. Decision left up to the student.
4. Indifferent.

3. Friend/ / / / 4. Teacher/ / / /

3. School Year Upon Leaving (mo/yr) / / / / / 4. Grade Level Upon Leaving / /

5. Are you living at home presently (i.e., with your parents)? . . . . . YES__ NO__

WORK

6. Did you have a job while going to school? . . . . . YES__ NO__

---

7. Are you working now? . . . . . YES__ NO__

If YES: a. Doing what? _____

b. Is this the general area in which you hope to continue? . . YES__ NO__

If NO: What else do you have in mind? _____

8. What other work experiences have you had since leaving school, if any? (NONE) _____

TRAINING

9. Have you had any kind of training since leaving school? 1. No 2. OJT 3. Vo-Tech.

4. CEP 5. Apprentice

6. Other_____

DATA ON LEAVING

10. Is there anything in particular you liked about going to school? _____

---

11. What were your main reasons for leaving school? 1. Health 2. Financial

(* denotes 1st in priority) 3. Age Difference 4. Staff

5. Other_____

12. Did you discuss your decision to leave with anyone? 1. Father/ / / / 2. Mother / / / /

(CODE: 1. For staying in school.
2. For leaving school.
3. Decision left up to the student.
4. Indifferent) 3. Friend/ / / / 4. Teacher/ / / /

5. Counselor/ / / / 6. Other_____

13. Did you have any future plans upon making your decision to leave? . . . YES__ NO__

---

14. Would you make the same decision (i.e., to leave school) if faced with the same situation? . . . . . YES__ NO__

UNCERTAIN__

15. If a program could be developed combining some academics with career education preparation, would you be willing to enroll? . . . . . YES__ NO__

If YES: a. Would you prefer to have this program located at the Helena High School? . . . . . YES__ NO__

If NO: Reasoning: _____

b. Which time would be best suitable for you? . . . . . Night Classes

Day Classes

APPENDIX B

PARENT COMMENT

(Upon NO CONTACT with Past Student)

Past Student: _____

Parent: (Mother/Father) _____

Address: _____ Phone: _____

1. Current status of past student:

   a. Military: 1) Reason for going _____

   _____

   2) Draft / Volunteer

   3) Specialty training sought: _____

   _____

   b. Other: _____

   _____

   _____

2. Do you think the school could have or should have done something differently to keep him/her interested in school? _____

   _____

   _____

   _____

   _____

   _____

   _____

APPENDIX C

HELENA VOCATIONAL-TECHNICAL CENTER

HELENA PUBLIC SCHOOLS

(Serving Montana)

WILLIAM A. KORIZEK
ASSISTANT SUPERINTENDENT, HELENA PUBLIC SCHOOLS
CENTER DIRECTOR
EINAR ERDSTEK
ASS'T. CENTER DIRECTOR
DALE JOHNSON
STUDENT PERSONNEL SERVICES
ROGER BAUER
SUPERVISOR OF CAREER EDUCATION
GLEN H JOHNSON
SUPERVISOR OF FEDERAL TRAINING PROGRAMS

PHONE 442-0060
1115 ROBERTS
HELENA, MONTANA
59601

Dear

Would you be willing to help me with a set of survey questions regarding your feelings concerning your education in the Helena schools?

Recently the Helena system began a program in career education, designed to help students become more familiar with the many options which may be open to them for future employment.

We are very concerned about those students who have left school before graduation and before gaining enough skills to do the kind of work which they may be interested in. It is for these reasons that I would like to have an opportunity to talk with you regarding some of your reasons for leaving school. We hope that your ideas and suggestions, as well as feelings of others who have left school, will enable us to develop some programs which will serve to maintain student interest and be a meaningful school experience that will lead to future employment which is of interest to the student.

Sometime during the next few weeks, I hope to be able to talk to you regarding your reasons for leaving school. Your reasons will be valuable for future program design.

In case you would like to talk with me before I can get a chance to reach you--drop by the Helena Vocational-Technical Center if you have time, or call me on 442-0060 at the Center, or call my home after 5:00 p.m. at 443-2134.

I look forward to talking with you.

Sincerely,

APPENDIX D

Table 2. Intrest Areas Identified by 54 Dropouts from the 1971-1972 School Year

	Food Preparation	Child Care	Beautician	Mechanics	Clerical	Distributive Occupations	Military Service	Health Occupations	Electronics	Special Education	Law	Social Work	Engineering	Carpentry	Art	Welding	Agricultural Business	Undecided
Boys	3	0	0	11	0	0	1	2	2	0	1	0	1	2	1	2	1	2
Girls	0	2	4	0	5	3	1	8	1	3	0	4	0	0	2	0	0	4
Total	3	2	4	11	5	3	2	10	3	3	1	4	1	2	3	2	1	6
Percentages	4.5	3.0	6.1	16.8	7.6	4.5	3.0	15.3	4.5	4.5	1.5	6.1	1.5	3.0	4.5	3.0	1.5	9.1

APPENDIX E

Table 7 Courses and People Identified as Liked in School

RESPONSES	BOYS	GIRLS	TOTAL	
			N	%
Courses Mentioned				
Project Center	8	2	10	10.9
Art	2	3	5	5.4
History	2	4	6	6.6
English	2	3	5	5.4
Physical Ed.	4	3	7	7.6
Typing		1	1	1.1
Drama		3	3	3.2
Current Events	2	1	3	3.2
Courtship and Marriage	1		1	1.1
Russian		1	1	1.1
Family Relations		1	1	1.1
Math	1	1	2	2.2
Sociology	1	1	2	2.2
Chorus	1	2	3	3.2
Home Ec.		5	5	5.4
Psychology		4	4	4.3
Humanities		1	1	1.1
Industry Studies		2	2	2.2
To learn		2	2	2.2
Science		1	1	1.1
Speech		1	1	1.1
Individual(s) Mentioned				
Dads	4		4	4.3
Friends		3	3	3.2
People			6	6.6
Staff and Adm. Members	5	6	11	12.0
Nothing in Particular		2	2	2.2
Total Responses			92	100.0%

APPENDIX F

Table 8 Primary and Secondary Reason(s) for Leaving School

	No Interest or Value	Staff	Grades	School Organization	Health	Financial	Interuption with work	Unable to take Desired Electives	Students	Friend Influence	Home Problems	Classroom Confinement	Other	Total
PRIMARY REASONS:														
Boys	8	6	1	0	0	0	1	0	0	0	0	0	0	
Girls	4	7	2	2	0	1	0	0	4	1	1	0	2	
Total Primary Reasons:	12	13	3	2	0	1	1	0	4	1	1	0	2	40
% :	30.0	32.5	7.5	5.0	0	2.5	2.5	0	10.0	2.5	2.5	0	5.0	100.0%
SECONDARY REASONS:														
Boys	0	1	1	0	1	0	1	1	0	0	0	1	0	
Girls	0	2	1	1	3	2	0	1	1	1	1	0	0	
Total Secondary Reasons:	0	3	2	1	4	2	1	2	1	1	1	1	0	19
% :	0	15.7	10.5	5.3	21.0	10.5	5.3	10.5	5.3	5.3	5.3	5.3	0	100.0%

APPENDIX J

W O R K S U R V E Y

SENIOR FINDINGS -- 1971-72 GRADUATING CLASS

Helena Senior High School

(Conducted on March 21, 1972)

PROCEDURE FOR CONDUCTING SURVEY

The administration at the Helena Senior High School personally performed the task of conducting the work survey to all students on March 21, 1972. Seniors were surveyed during their normally scheduled senior English classes in an attempt to assure capturing the senior enrollment in its entirety. The only exceptions to occur were from those failing to attend class on that particular day.

GENERAL RESULTS

Senior Enrollment:	560	
Seniors Surveyed:	505	(90.18% of Senior Class Enrollment)
Number of Seniors Working:	337	(66.73% of Seniors Surveyed)

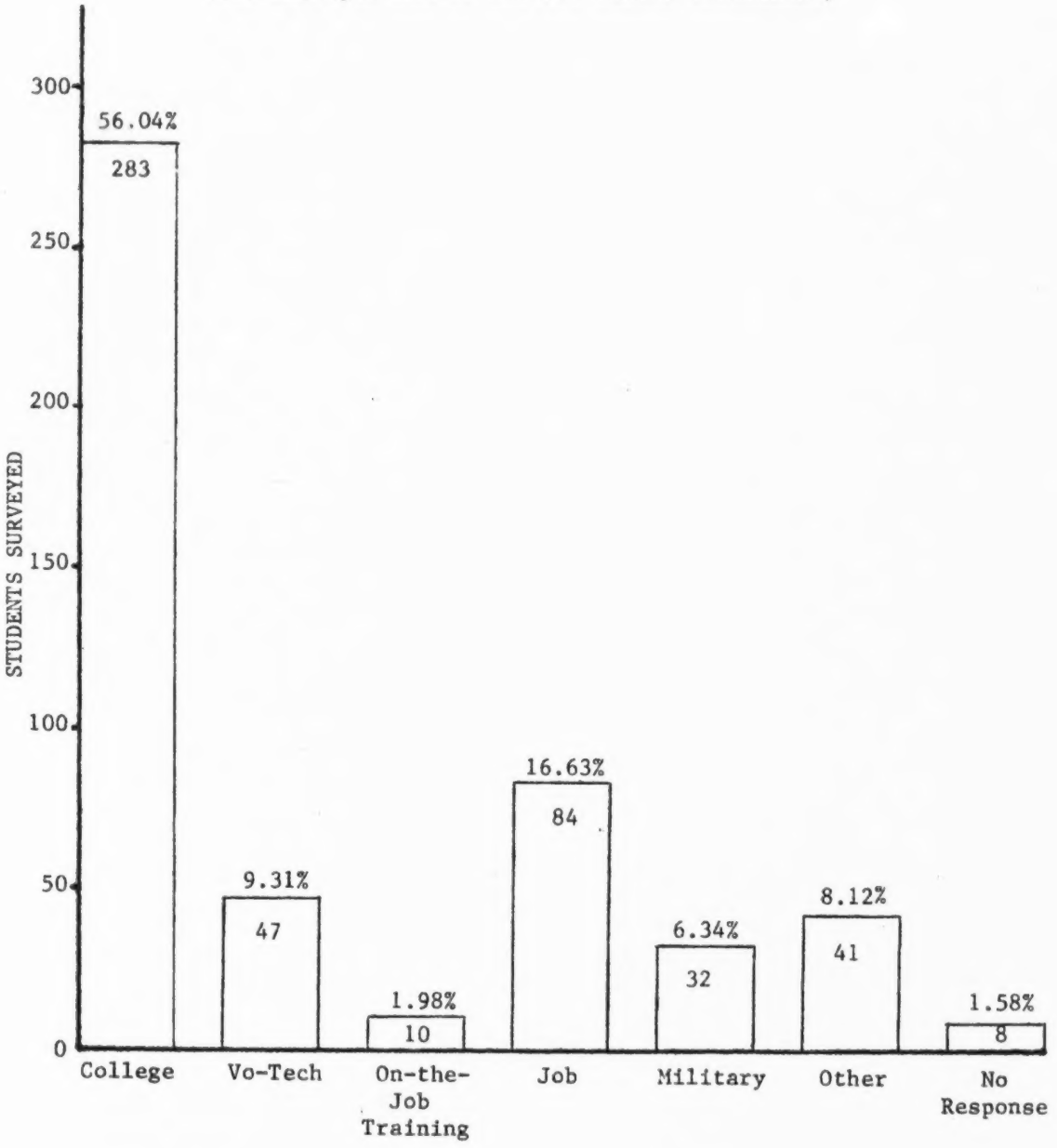
SENIORS' TENTATIVE PLANS FOR THE YEAR FOLLOWING GRADUATION (Base = 505)

College			283	56.04%
	Health Occupations	37	13.07%	
	Public Service	25	8.83	
	Business	38	13.47	
	Secretarial	5	1.77	
	Education	29	10.25	
	Engineering & Architecture	18	6.36	
	General Studies	62	21.91	
	Science	6	2.12	
	Law	2	0.70	
	Computer Science	2	0.70	
	Fish & Game, Forestry	14	4.95	
	Agriculture	3	1.05	
	Photography	1	0.34	
	Uncertain of field of study	28	9.89	
	Interest not identified	13	4.59	
		283	100.00%	
Vocational-Technical			47	9.31
	Aviation	3	6.38%	
	Secretarial	13	27.65	
	Auto Mechanics	12	25.53	
	Diesel Mechanics	1	2.13	
	Electronics	3	6.38	
	Radiology	1	2.13	
	Accounting	2	4.26	
	Drafting	1	2.13	
	Computer Science	2	4.26	
	LPN	3	6.38	
	Dental Assistant	3	6.38	
	Machine Shop	1	2.13	
	Uncertain of field of Study	1	2.13	
	Interest not identified	1	2.13	
		47	100.00%	
On-the-Job Training			10	1.98
Job			84	16.63
Military			32	6.34
Other			41	8.12
	Private Institute	8	19.51%	
	Marriage	5	12.20	
	Travel	4	9.76	
	Concentrated Employment Program	2	4.87	
	Unsure of next year plans	12	29.27	
	Intent Unknown	10	24.39	
		41	100.00%	
No Response			8	1.58
			505	100.00%

SENIORS' TENTATIVE PLANS FOR THE YEAR FOLLOWING GRADUATION

Helena Senior High School's 1971-72 Graduation Class

(505 surveyed out of the 560 senior enrollment)



WORKING SENIORS' OPINION DEALING WITH THEIR JOB (Base = 337)

Existence of job if not allowed to work during school time:

1. Claimed the job would still exist:	237	70.32%
2. Claimed the job would NOT exist:	96	28.49
3. Those unsure of outcome:	4	1.19
	337	100.00%

Attitude towards keeping their job:

1. Would QUIT JOB to stay in school:	319	94.66%
*2. Would QUIT SCHOOL to keep job:	13	3.86
*3. Those who were indecisive:	5	1.48
	337	100.00%

*NOTE: See page 4 for an indepth look at those claiming they would quit school, or were uncertain.

THOSE CLAIMING THEY WOULD QUIT SCHOOL TO RETAIN JOB: (13 identified)

Next Yr Intent	Would Job Exist if not allowed to work during school hours?	Reasons for Working: College Fund	Daily Living	Pay for & Support Car	Extra Spending Money	Family Support	Other
Military	No		X	X	X		X
OJT	No		X	X	X		
Job	No		X		X		
?College	No	X					
Vo-Tech	No		X	X	X		
?Military	Yes			X			
?College	"Maybe"	X		X			
College	No						X
OJT	No		X				
?Military	Yes			X	X		
Job	No		X				
Job	No					X	
Job	Yes						X

THOSE UNSURE IF THEY WOULD QUIT SCHOOL TO RETAIN JOB: (5 Identified)

Military	Yes		X	X	X		
College	No	X	X	X	X		
College	Yes		X	X	X		X
?College	Unsure	X					
College	Yes	X	X	X			

? Denotes question on validity of statement to quit school in order to retain their job.

OUTDOOR ENVIRONMENTAL EDUCATION
SPECIALIZED OCCUPATIONAL EXPLOITATION

Each team of two students will select an area of specialization upon which they exemplify continued sampling - collecting - analyzing - interpreting - practicing and recording of data, leading to more thorough understandings and a diversity of occupational exploitations.

Specialists will carry necessary equipment - charts - books - keys - and assorted materials to complete field analysis and recordings daily.

Occupational Specialist	Occupational Equipment	Academic Duties
Ictheologist	Collecting bottle - Formaldehyde Identification keys Dip net - magnifying glass	Complete Lewis & Clark County Fish collection preserved
Geologist	Rock hamer I. D. key - magnifying glass Chemical testing kits	Local Rock collection
Meteorologist	Pocket weather kit Weather log	Daily weather Log by location
Scatologist	Collecting vials Scat keys	Diverse scat Collection
Entomologist	Killing jar I. D. Keys Formaldehyde Collecting net	Local Insect Collection Mount for display
Herpetologist	Snake loop Collecting bucket I. D. keys	Study skins Cleared heads Skeletol mounts
Anatomist	Field I. D. books Collecting bags Cleaning Brushes	Skull Collection
Range Analyst Grass	Grass I.D. keys Plant press	Grass collection for display
Range Analyst Browse	Shrub I.D. keys Collecting bags	Browse shrub display
Range Analyst Trees	Tree I.D. keys Collecting bags	Leave display Cone display Winter twig
Range Analyst Flowers	Flower I.D. keys Collecting bags Flower press	Flower display Pressed Perserved
Range Analyst Lichens - moss	Lichen - moss I.D. keys Collecting bags	Lichen - moss Display

Occupational Specialist	Occupational Equipment	Academic Duties
Aquatic Botonist	Dip net Aquatic plant keys Collecting vials Formaldehyde FAA	Aquatic plant Collection for display
Aquatic Zoologist	Dip net Aquatic animal keys Collecting vials Formaldehyde	Aquatic Animal Collection for display
Omithologist	Bird keys Binoculars Montana bird list	Log List of Montana bird observations
Soil Scientist	Profile samplers Soils chemical kit pH kit	Local soil profile and analyzed collection
Limnologist	H_2O sample vials Water analysis kit	Chemical and physical water interpretation of local watersheds
Hydrologist	Chain - meter stick Stop watch Floats	Determine population carrying capacity of local watersheds
Bacteriologist	Agar cultures Innoculating loops Lighter	Field samples of bacteria. Soil- caves - plants, animals - etc.
Cartographer	Map case Compass Log	Field log and master map of T-R Section study areas.
Photographer	Camera - equipment Polaroid Slides	Complete photo log of all O.E.E. involvements developing
Field Artist	Field sketch book Pencil - charcoal Water color	Local study Area sketches for display
Taxidermist	Collecting bags Skinning knife Borax	Tanned hides of road kills Study skins
Medical Technologist	Field first aid kit Cleaning equipment	Perform common first aid duties (only by recommendation of instructor

upational Specialist	Occupational Equipment	Academic Duties
Pollution Control Ecologist	Air sampling equipment	Local field sampling data collection
Fire Control Officer	Fire suppression equipment Extinguisher Fire building equipment	Build warming fires. Prevent Wildfires
Parasitologist	Collecting vials Work with taxidermist and other collectors	For display parasite collection of local organisms
Food Naturalist	Field I.D. keys Collecting bags	For display preserve Food display of wi natural food source
Archeologist	Log - information Collection	Photos and interpretation of loca history
Navigator	Mileage tables Charts Odometer readings Fuel consumption	Log Mileage Road classification Daily - economics of transportation.
Aquatic Microbiologist	Plankton net Collecting vials Slides - clearmount Stains I. D. Keys	Slide collection of local plankton

APPENDIX L

OUTDOOR ENVIRONMENTAL EDUCATION
CURRICULAR EXPLOITATIONS

Each subject area listed below is constructed around an Environmental Science core project, complimented with entities of English, Mathematics, Social Studies, Art and Physical Education.

Each curricular development is designed to involve students in a particular area of endeavor ranging from one to two week periods.

These are not listed as to sequential occurence but merely as possible curricular involvements.

Environmental Subject	Student Projects	Study Location
Snow	Cross-country skiing	Priest Pass
	Snow animals	
	Snow surveys	
	Avalanche control	Belmont
	Water content	
	Snow Shelters	
	Snow Watersheds	
Ice	Ice fishing	
	Physical & Chemical measurements	Regulatory reservoir
	Ice sculptures	
	Igloo construction	Canyon Ferry Lake
	Skating	
	Ice sail boat races	
Soil	Soil erosion - causes	
	Soil samples	Highway cuts
	Soil profiles	
	Chemical & physical analysis	Diverse agricultural fields
	Use potentials	
	Conservation	
Mining	Smelting	Marysville
	Crushing	Silver Creek
	Placer	Elkhorn
	Shafts	Elliston
	Tunnels	Butte
	Panning of gold	
	limestone mines	
	Copper mines	
Fire	Wildfire	
	Control burns	Actual fire locations
	Fire succession	
	Fire weather	Helena N. F.
	Fire suppression	

Environmental Subject	Student Projects	Study Location
Pioneer Living	Farm implements	Priest Pass
	Log cabin construction	
	Fencing	
	Pole furniture	
	Make soap	
	Make candle	
	Hat making	
	Shoe making	
Habitat Improvement	Guzzler construction	Priest Pass
	Windrows - plantings	
Turkey	Brooders - Christmas tree	
	Artificial incubation	
	Turkey release	
Lake Ecology	Littoral zones	Canyon Ferry
	Slide construction	
	Plankton samples	Regulatory
	Aquatic collections	
	Netting organisms	Brewery ponds
	Physical measurement	
	Benthic classifications	Gravelly range
Stream Ecology	Watershed	Ten - mile
	Snow - water table	Warm Springs
	Aquatic collection	Beaver Creek
	Chemical properties	Trout Creek
	Volume	
	Velocity	
	Population carry capacity	
Reforestation	Clear cut plantings	Treasure Mountain
	Site selection	Priest Pass
	Taxonomy	
	Plantations	
	native	
	exotic	
Big Game Transplants	Game population impact	Beartooth
	Trapping operations	Refrigerator
	Loading	Fleecer
	Transport	
	Release	
	Follow-up studies - fecundity	
Ghost - Town	Resource impact	Marysville
	Land development	Empire
Environmental Impact Analysis	Water supplies	Elkhorn
	Sewage disposal	Wicks
	Waste disposal	Remini
	Industrial waste	
	City government	
	Successional recover	

Environmental Subject	Student Projects	Study Location
Logging	Population desity	Treasure Mountain
	Clear cutting	Stemple Pass
	Selective cuts	Priest Pass
	Pole cutting project	Silver City
	Scale - cruse	
	Cut - haul	
	Sawmill operations	
	Plant pathology	
Fishing	Primitive methods	Prickley Pear
	Commercial methods	Lake Helena
	Fly fishing	Arlee - Great Falls
	Spin fishing	Canyon Ferry
	Hatchery rearing	
	Planting	
	Shocking	
Hunting	Archery hunting - fishing	Priest Pass
	Stalking game	Galen - Bird Farm
	Identification:	
	Track	
	Scat	
	Visual	
	Archery - course construction	
	Bird farms	
Trapping	Taxidermy	Priest Pass
	tanning - racks	
	mounts - feet	
	study skins	McClellen Creek
	Snow shoeing	
	Trap lines	
	Pits - snares	
	Live trapping	
	Furbearers	
	Predators	
	Transplanting	
Mapping	Compass courses	Priest Pass
	Aerial photos	
	Topographic Map	
	Construction	
	Planimetric construction	
	Cadastral control	
	Scale	
First Aid	Field care of	Priest Pass
	burns - cuts- breathing	
	exposure - shock	Telephone Company
	snake bite	
	Field carries	

Environmental Subject	Student Projects	Study Location
Urban Environmental Impact	Water supply Sewage system Refuse disposal Power supply Gas supply	Helena East Helena Lincoln Townsend
Ranching	Sheep docking Calving Innoculating Branding Haying Marketing Feed lot	local cattle ranch local sheep ranch Bonanza Montana meat local veterinary
Farming	Dry land Irrigated Truck farming Tree Floral Practical gardening	local farms State Nursery
Astronomy	Moon-sun-stars-planets Cellestial observations Movements Time-seasons Class at night 7:00 p.m. - 1:00 a.m.	Carroll College Priest Pass Senior High
Dam Construction	Beaver dams Stock Earth fill Concrete Electrical Dam - Silver Creek Sweeney Creek Ecological developments Watershed measures Capacities Usages	Little Blackfoot Prickley Pear Hauser Sweeney Creek
Christmas Decor A natural	Cone wreaths Candles Art-micro-habitats Bear paw bookends Elk track ash trays Candle holder-cones Bark murals Elk canine ear rings Bone & leather hair pins Washed stone animals	Priest Pass Helena High

Environmental Subject	Student Projects	Study Location
Indian Art	Totem pole carving Painting-natural made paints Rock carving Pottery-natural clay Charcoal drawings Lamp black screens Berry-dung-soil drawings Bark murals	Priest Pass Blossberg Helena High
Outdoor food acquisition-preparation Camp construction	Natural foods Fish-meat-berries Roots-buds-leaves Natural medicines Cooking outdoors Camp furniture Camp lay-out	Priest Pass
Range Analysis	Native grass collection Taxonomy-classification Transects Exclosures-inclosures Per head consumption Management - Conservation Restoration - preservation	Priest Pass Cox's Lake Lump Gulch
Meteorology	Weather measurements Kites - principles of flight Gases - relative densities Balloons - transport Parachutes - rockets Weather service	Nat. Weather Service Strawberry L. O. Hogback L. O.
Field Research	Choose a problem concerning our environment & design an experiment that will contribute to solving the problem. Conduct the experiment	Place of your choice
Industrial Operations Pollution control methods	Smelter Permenente U. S. Ply Monarch Mine Lime Mine Bonanza Packing Plant	East Helena Montana City Silver City Elliston
Bridge Design & Construction	Transportation R. R. design Interstate overpasses Highway River bridges Measurements - photo interpretations Scale - reconstructions Foot bridge construction	Helena to Craig tent or school Sweeney

Environmental Subject	Student Projects	Study Location
Island - geographical isolation	Comparative ecology Comparative meteorology Age of isolation Water surrounding effects Geographical isolations Self-contained ecosystems Animal migrations	Wolf Creek along river Cemetery Island
Communications	Survey signals Indian signs Smoke signals Ground messages Drums Morse code Flash signals Radio	Priest Pass
Cave Ecology	Lewis & Clark Caverns Ophir caves Vigilante caves Cave organisms Nutrient flow of energy Geologic time - measurements	L. & C. Caverns Ophir Creek Vigilante Creek Orofino gulch
Earth Week Pollution control projects	Walk to work campaigns Pave a street campaign Organic yard & garden campaign Stream back planting Road cut planting Refust clean up campaign Praise campaign for cooperative industries	Helena Adjacent areas
Man and his impact on Nature Wilderness Wild Areas National Parks Monuments	Hiking Camping Impact on trails game plants Fishing Snow mobile effects Jeep effects Bike effects Horse effects Means of protection	Lincoln back-country Gates of Mountains Wilderness Birch Creek needles

ERIC DOCUMENTS

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ED 050 279 (4 cards) Occupational Orientation: An Introduction to the World of Work. Teachers Handbook Preliminary Draft Mississippi State Univ. State College Curriculum Coordinating Unit Aug 69, 226P

ED 037 564 (3 cards) Guide for Cooperative Voc. Ed. Minn. Univ., Minneapolis. Coll. of Ed. Sept 69, 136P

ED 033 254 (1 card) Intensive High School Occupational Guidance Approaches for Initial Work and Technical School Placement. Miller. Eric Clearinghouse on Counseling and Personnel Services, etc. Spons AG-Off. of Educ., etc. Nov 69, 15P. OEC-3-6-002487-1579-(010).

ED 033 255 (1 card) Orientation Approaches to Increase Student Awareness of Occupational Options. Sloan. Eric Clearinghouse on Counseling and Personnel Services, Mich. Spons AG-Off. of Educ., etc. BR-6-2487. Nov 69, 16P OEC-3-6-002487-1579-(010).

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ED 037 535 (1 card) A Guide for the Dev. of Curriculum in Voc. and Tech. Ed. Calif. Univ., Los Angeles, Div. of Voc. Ed. Jun 69, 39P

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ED 040 301 (1 card) A Guide for the Dev. Implementation, and Administration of Exemplary Programs and Projects in Voc. Ed. Bottoms, Gene, Matheny, Kenneth. B. Ga. State Dept. of Ed., Atlanta, Div. of Voc. Ed., Ga. State Univ., Atlanta, Sept 69 42P

ED 048 480 (1 card) Career Education Now
Sidney P. Marlany, Jr. Jan 71, 15P

ED 050 295 (1 card) Career Education--More Than a Name
S.P. Marland, Jr. Dept. of Health, Education and Welfare, Washington, D. C. Off. of the Commissioner of Education 71, 14P

ED 050 296 (1 card) The Plan for Implementation of an Exemplary Occupational Education Program in a Rural Community
Robert L. Morgan, ET AL North Carolina State Univ. Raleigh Center for Occupational Education 70, 32P

ED 055 215 (1 card) Occutapes
Ohio State Dept. of Education. Columbus Div. of Guidance and Testing. Richland County Board of Education, Mansfield, Ohio Jun 71, 45P

ED 055 225 (7 cards) The Occupac Project (A project to Develop Occupational Information Learning Activity Packages for Grades K-9). Final Report.
Marla Peterson, ET AL Eastern Illinois Univ. Charleston Center for Educational Studies Jun 71, 453P

ED 040 274 (2 cards) Review and Synthesis of Research on Cooperative Vocational Ed. Research Series No. 60. Wallace, Harold R. Ohio State Univ., Columbus, CTR For Voc. and Tech. Ed. Jun 70, 124P

ED 042 217 Facilitating Career Development. An Annotated Bibliography. Final Report. Bailey, Larry J., Ed. Illinois State Board of Vocational Education and Rehabilitation, Springfield. Jul 70, 137P

ED 050 279 (4 cards) Occupational Orientation: An Introduction to the World of Work. Teachers Handbook Preliminary Draft. Mississippi State University. State College Curriculum Coordinating Unit Aug 69, 226P

ED 022 961 (1 card) The Development and Demonstration of a Coordinated and Integrated Program of Occupational Information Selection and Preparation in a Secondary Sch. Final Report. Agan, R. J. Kansas State Univ. Manhattan. Spons Agency - Off. of Educ., Etc. Jun 68, 27P

ED 027 432 (1 card) Using Existing Vocational Programs for Providing Exploratory Experiences. Albracht, James and others. West Georgia Coll., Carrollton. Aug 68, 7P

ED 043 734 (1 card) Innovative Programs in Industrial Arts. American Vocational Association, Washington, D. C. May 70 36P

ED 045 836 (4 cards) A Micro Model of Labor Supply Bls Staff Paper 4 Malcolm S. Cohen, ET AL Bureau of Labor Statistics (Dol). Washington, D. C. 70, 249P

ED 060 224 (4 cards) A First Step Toward Career Education. A Project to Identify, Compile, Catalogue
Palo Alto Educational Systems, Inc. Scottsdale, Ariz. 31 Jan 72, 251P

FIELD TRIP GUIDELINES

I. Objectives

A. Stimulate occupational interest

B. Extend the walls of the classroom

C. Stimulate expression and discussion about the world-of-work

D. Increase relevancy of classroom learning

E. Provide sensory experiences to increase career awareness

II. Teacher Responsibilities

A. Be involved in a career education unit

B. Notify building principal

1. time-place
2. schedule with them

C. Make arrangements with career education counselor or career education building representative at least two weeks in advance of proposed field trip. Include the following information:

a. Teacher name and class
b. Destination, approximate date and time
c. Number of students participating
d. Will there be parental participation? If so, how many?
e. Specific points of interest, if any, (ex: If your class is going to a super market and you want the concentration to be on the meat department, please specify. An outline could be prepared indicating the information you would like your class to get from the trip.)

III. Pupil Responsibilities

A. Understand the purpose of field trip

B. Observe various occupations

a. Especially notice: working conditions (noise, smell, temperature, indoor, outdoor, etc.)
tools and equipment
clothing
physical requirements
worker attitudes

FIELD TRIP EVALUATION

NAME_____ SCHOOL_____

TEACHER_____

JOB OBSERVATION SITE_____ DATE_____

I. Name as many of the different kinds of workers as you can remember seeing on the job observation field trip. (Example: secretary, diesel mechanic)

1.
2.
3.
4.
5.
6.
7.
8.

II. Job Observation: Directions: Check the blanks which you feel are most appropriate.

1. Most of the workers we saw were_____men_____women.

2. The workers observed worked_____inside_____outside_____both.

3. The clothes the workers wore were_____workclothes (aprons, levis, coveralls, etc.)_____uniforms (all clothing looks the same)_____ dress (shirt & tie, dress, pant suit, etc.)

4. A. Did most of the workers use tools on other equipment?

_____yes _____no

B. If yes to question #4A list as many tools as you can remember being used.

5. In my observation the workers spend most of their time working with_____tools_____other people.

6. Most of the workers observed_____sit_____stand.

7. If I was one of the workers I saw, I would_____like it;_____ kind of like it;_____dislike it;_____kind of dislike it.

8. The worker I was thinking about in question #7 was the_____.

C. Safety requirements

1. Remain seated while bus is in motion

2. Avoid handling equipment or machinery unless otherwise directed

3. Listen carefully to directions and explanation by tour guide

*Note to teachers - Please provide time for field trip orientation by elementary counselors.

9. The work I saw being done is important:

a. to me_____yes_____no
b. to my family_____yes_____no
c to Helena_____yes__ ___no
d. to Montana_____yes_____no

INSTRUCTIONAL UNITS

FOR GRADES 1 - 6

Grade 1

1. Grocery Store Supermarket
2. Home and School Workers
3. Dairy Farm

Grade 2

1. Lumber and Related Products
2. Foreman
3. Milk Processing Plant
4. Bakery

Grade 3

1. Transportation
2. Dental Health Care
3. Communication - Telephone
4. Clothing Industry

Grade 4

1. Food for You, Meal planning, Catering ...
2. Policeman
3. Governmental Agencies - Model Cities
4. Towns and Cities

Grade 5

1. Aviation
2. Weather
3. Health-Care Dental
4. Conservation - Nature

Grade 6

1. Newspaper
2. Construction
3. Communication - Radio-T.V.
4. Banking
5. Community - Health
6. Occupational Survey

OTHER UNITS AVAILABLE

Post Office
Puppetry
Photography
Television Variety Program
Water Resources
Interior Decorating
Ecology

APPENDIX P

SENIOR HIGH JOB PLACEMENTS
By COOPERATIVE COORDINATOR
September 1, 1972 to October 31, 1972

NUMBER OF STUDENTS SEEN

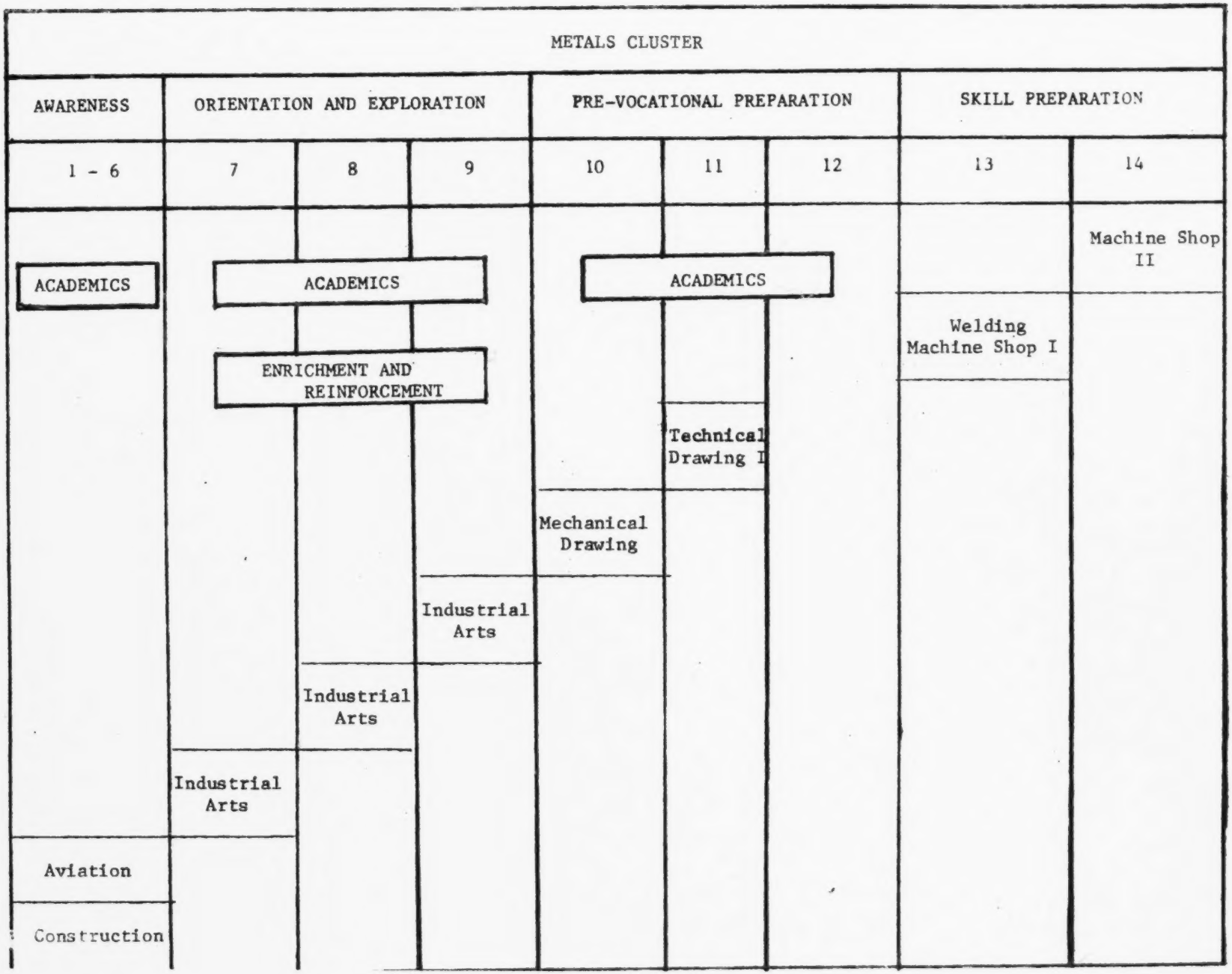
SOPHOMORES	JUNIORS	SENIORS	OUT OF SCHOOL
23	60	59	2
BOYS	GIRLS	TOTAL	
57	88	144	

NUMBER OF STUDENTS PLACED AND WORKING

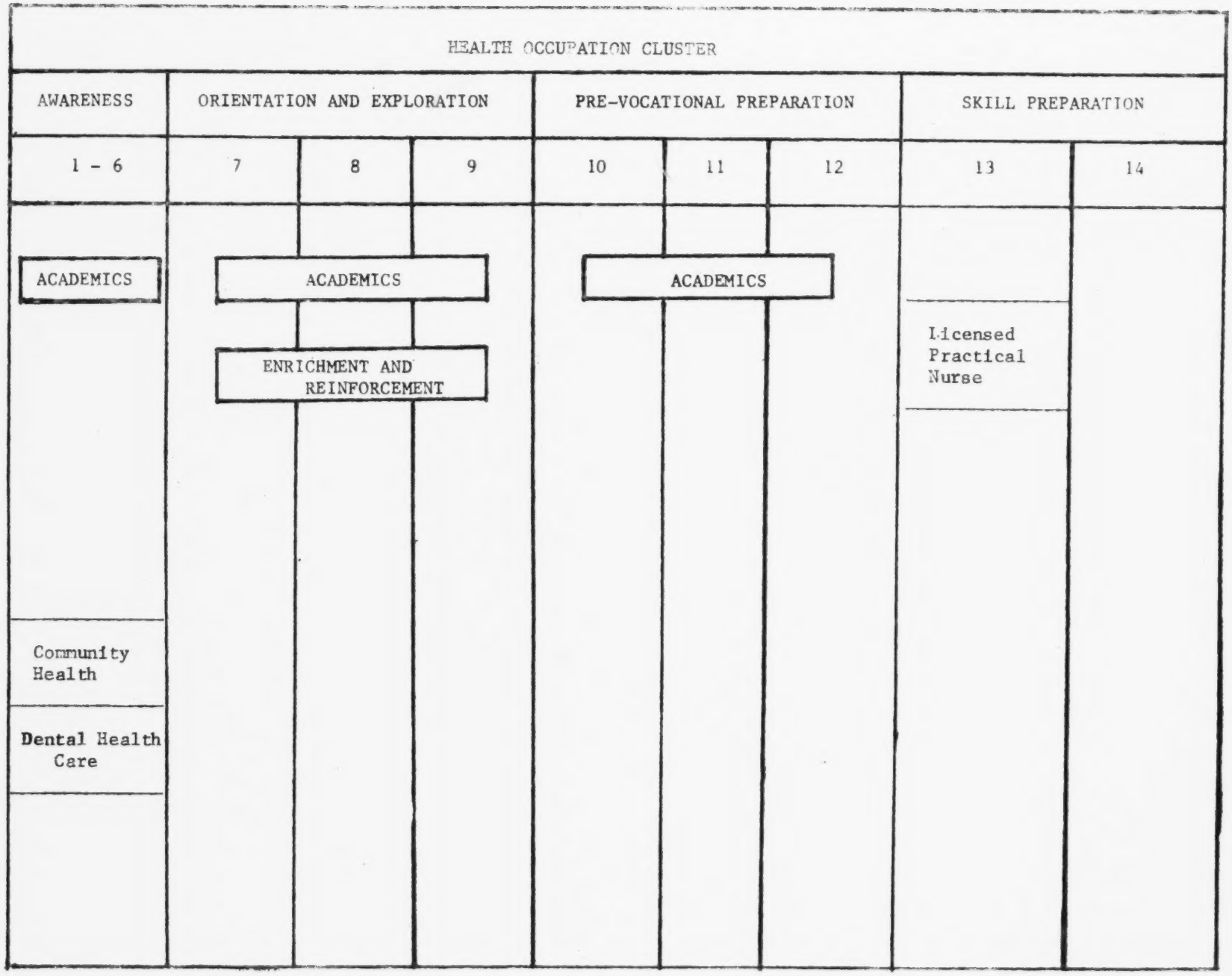
BOYS	GIRLS	TOTAL
17	18	35

NUMBER OF CONTACTS WITH EMPLOYERS

Total
62


METALS CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
8
9
10
11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Machine Shop II
Welding Machine Shop I
Technical Drawing I
Mechanical Drawing
Industrial Arts
Industrial Arts
Industrial Arts
Aviation
Construction

APPENDIX Q


HEALTH OCCUPATION CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
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9
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11
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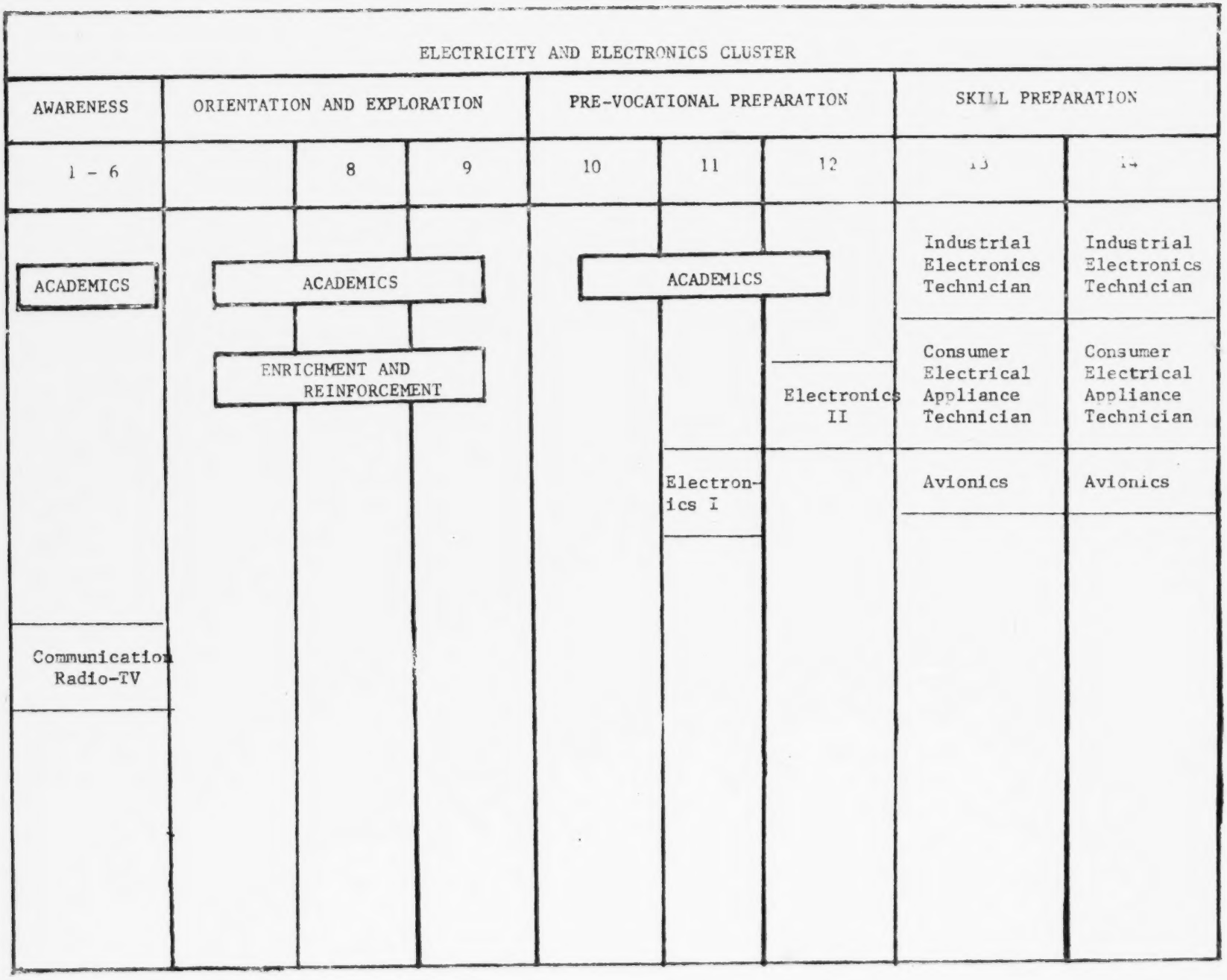
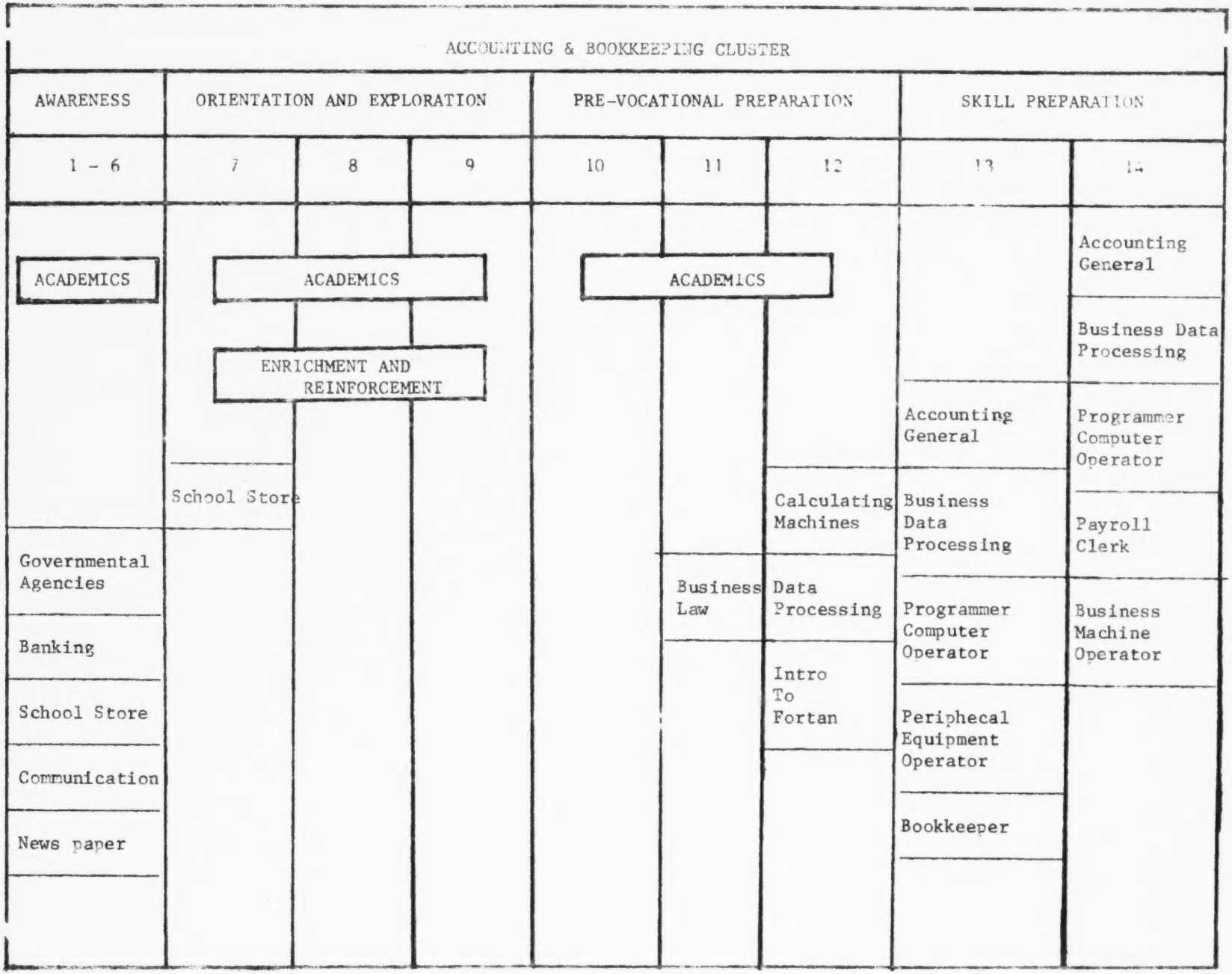
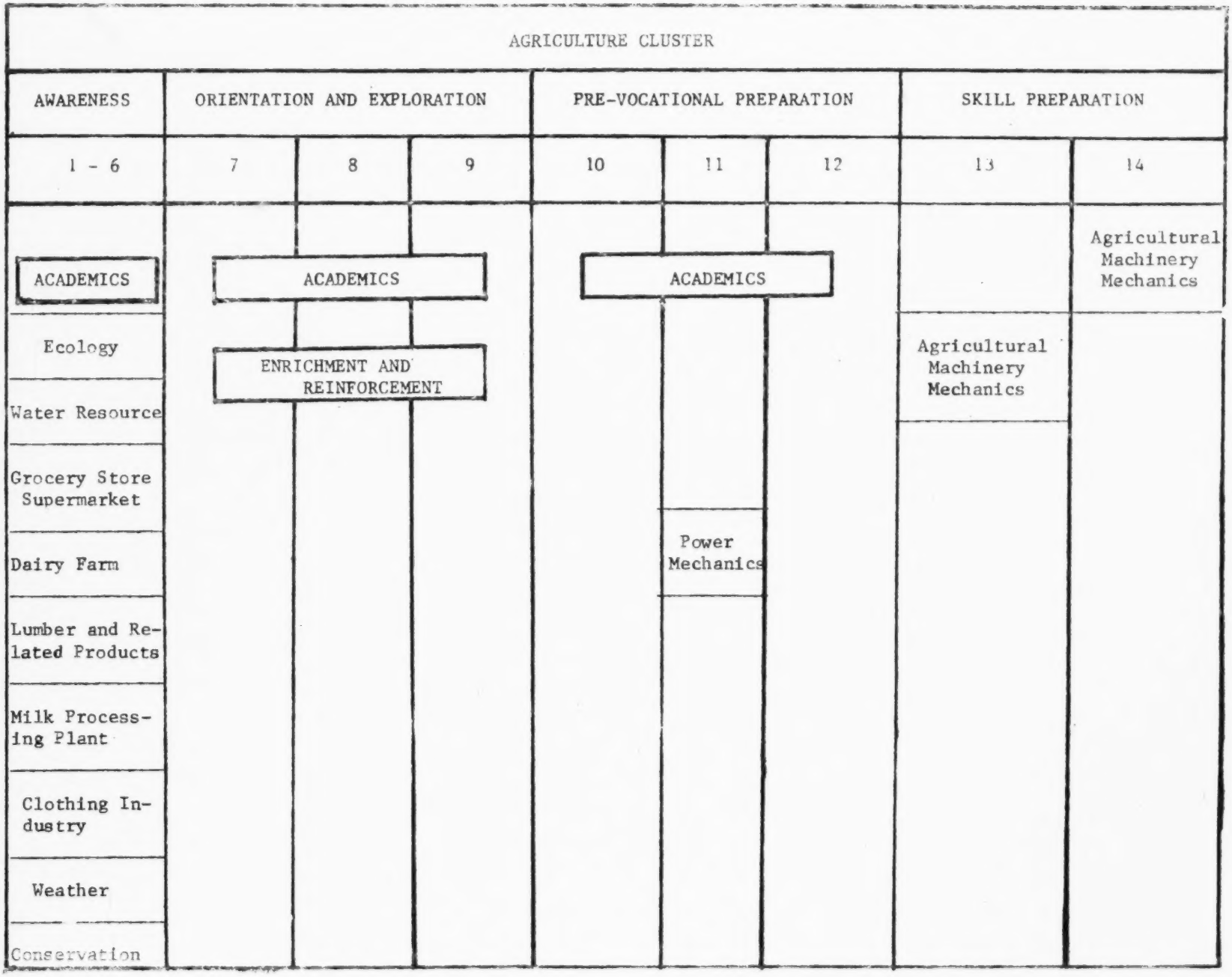
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Licensed Practical Nurse
Community Health
Dental Health Care

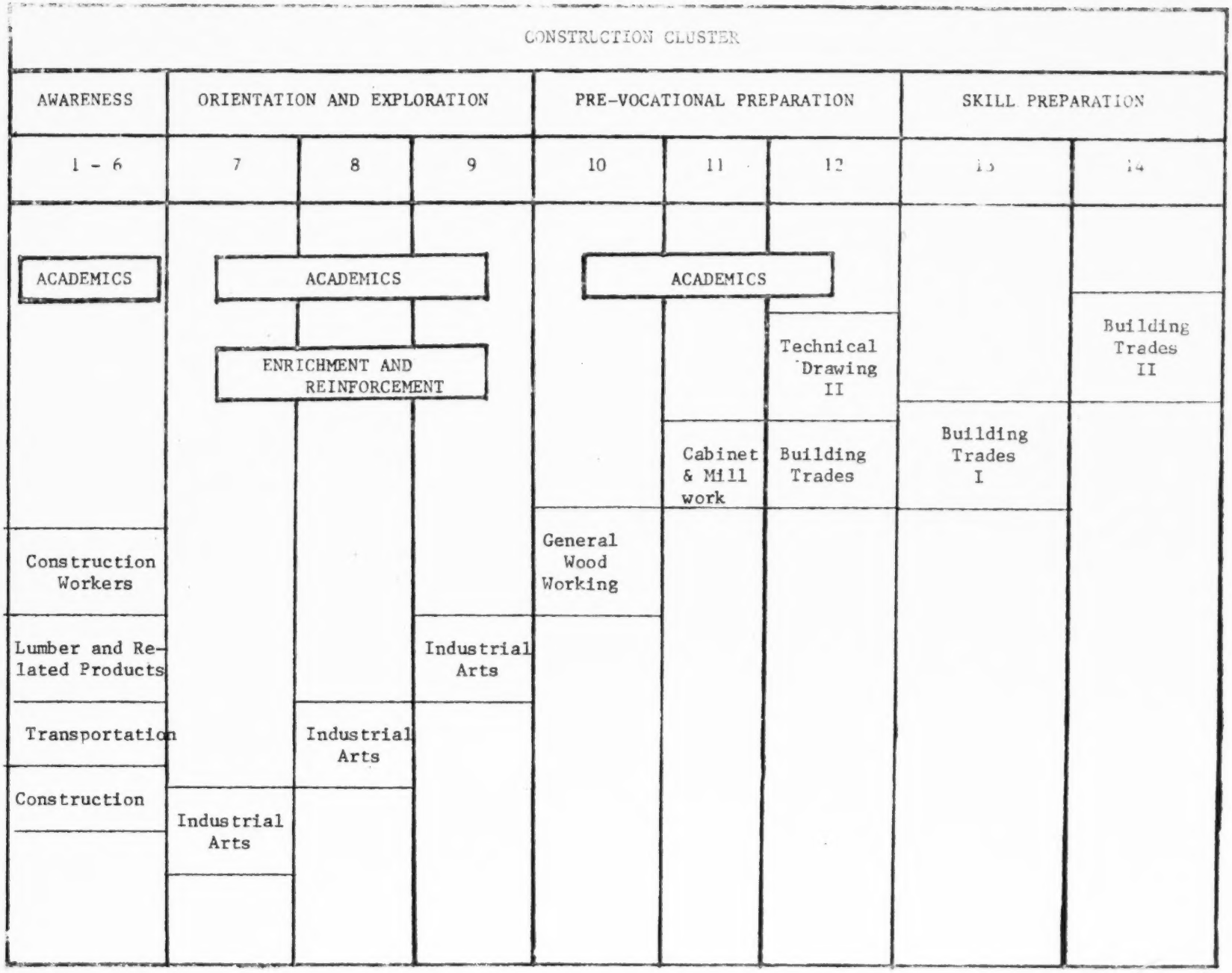

ELECTRICITY AND ELECTRONICS CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
8
9
10
11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Industrial Electronics Technician
Industrial Electronics Technician
Consumer Electrical Appliance Technician
Consumer Electrical Appliance Technician
Electronics II
Electron-ics I
Avionics
Avionics
Communication Radio-TV


ACCOUNTING & BOOKKEEPING CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
8
9
10
11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
School Store
Governmental Agencies
Banking
School Store
Communication
News paper
Calculating Machines
Business Law
Data Processing
Intro To Fortan
Accounting General
Business Data Processing
Accounting General
Programmer Computer Operator
Business Data Processing
Payroll Clerk
Programmer Computer Operator
Business Machine Operator
Periphecal Equipment Operator
Bookkeeper

FOOD SERVICES

AWARENESS	ORIENTATION AND EXPLORATION			PRE-VOCATIONAL PREPARATION			SKILL PREPARATION	
1 - 6	7	8	9	10	11	12	13	14
ACADEMICS	ACADEMICS			ACADEMICS				
	ENRICHMENT AND REINFORCEMENT				Advanced Foods	Food and Recreation		
					Food & Recreation	Food Service & Management		
Grocery Store Supermarket				Home Ec. I & II				
Dairy Farm			Home Economics					
Milk Processing Plant		Home Economics						
Bakery	Home Economics							
Food for You Meal Planning, Catering								


AGRICULTURE CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
8
9
10
11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Agricultural Machinery Mechanics
Ecology
Agricultural Machinery Mechanics
Water Resource
Grocery Store Supermarket
Power Mechanics
Dairy Farm
Lumber and Related Products
Milk Processing Plant
Clothing Industry
Weather
Conservation


CONSTRUCTION CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
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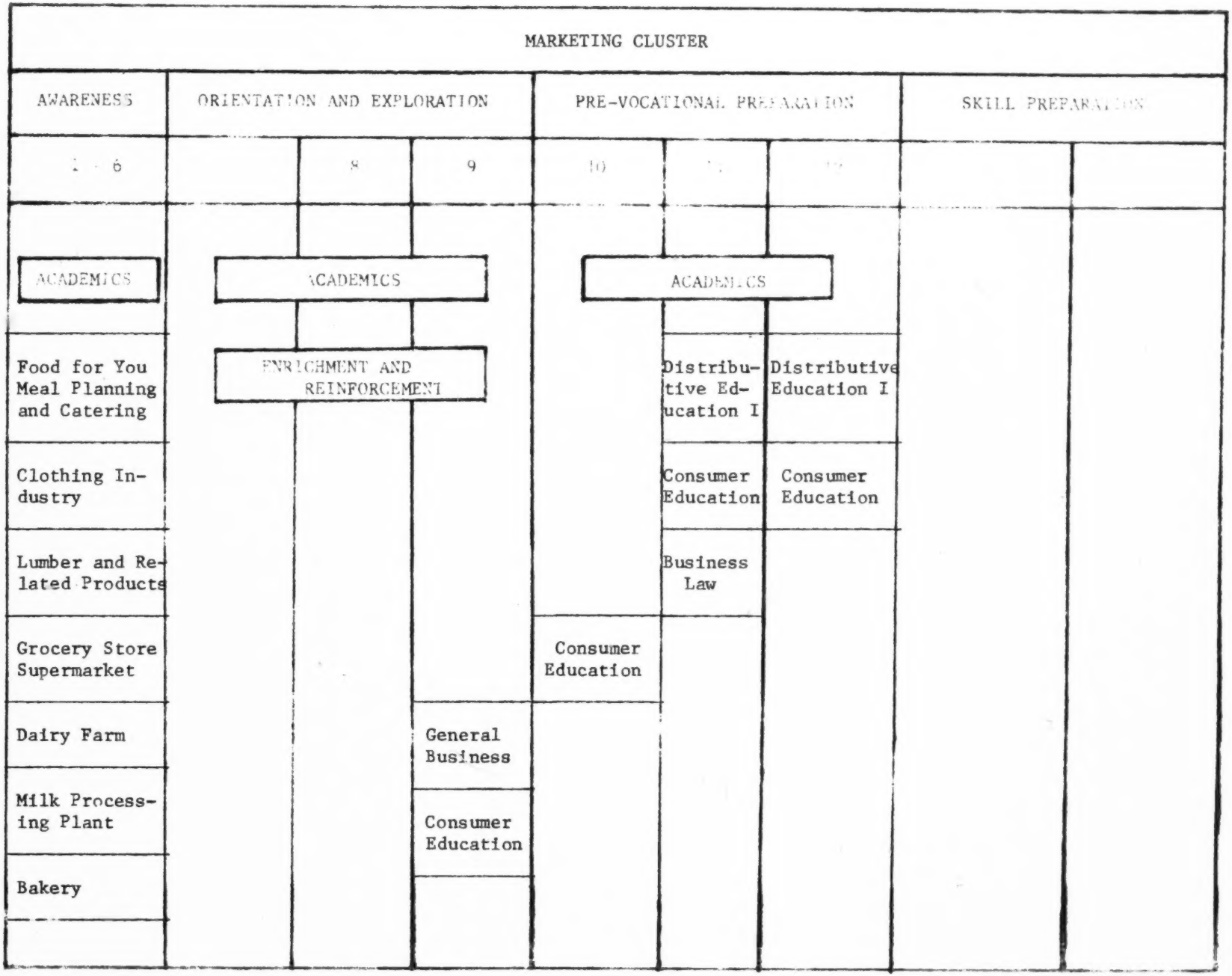
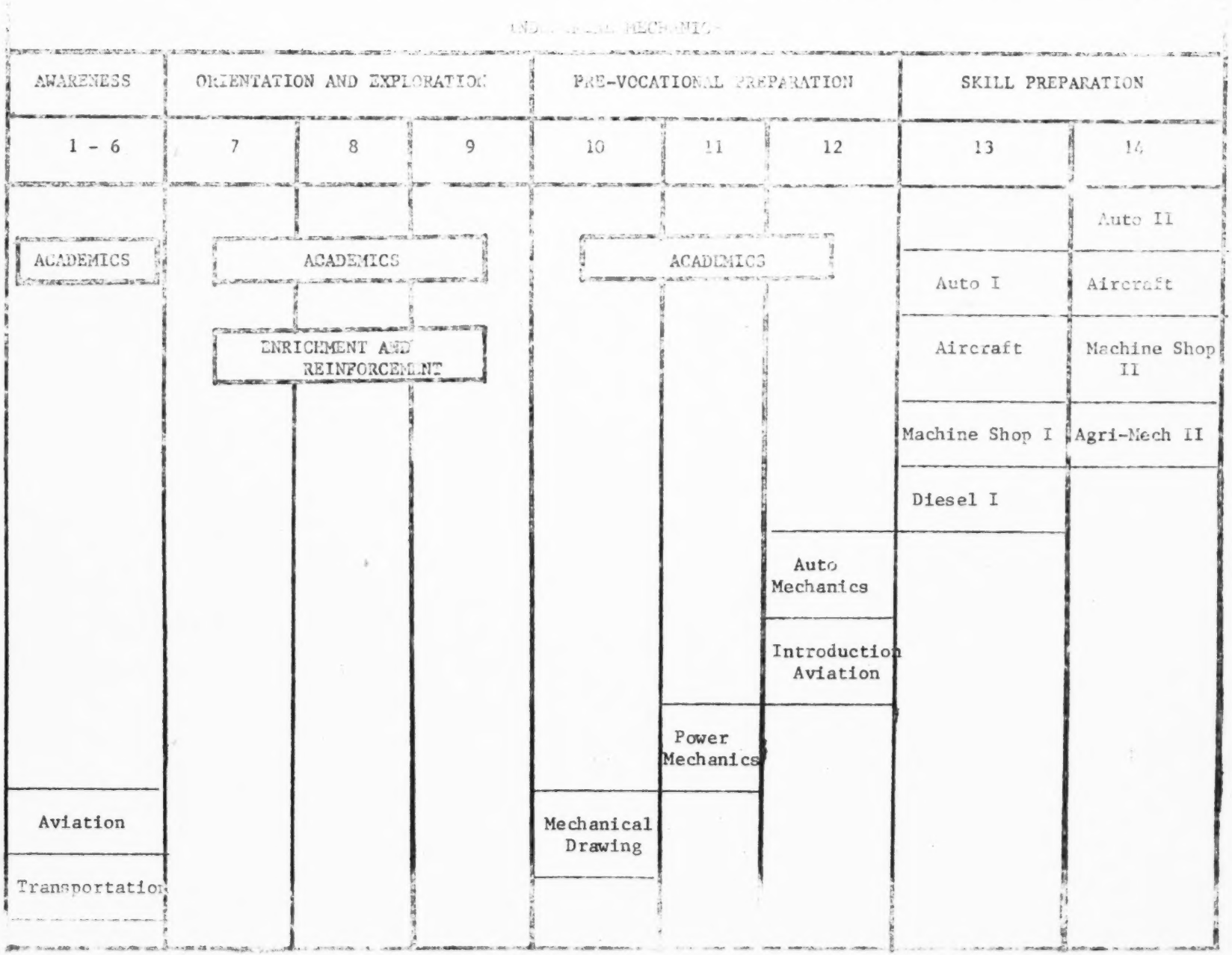
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Technical Drawing II
Building Trades II
Cabinet & Mill work
Building Trades
Building Trades I
General Wood Working
Construction Workers
Lumber and Related Products
Industrial Arts
Transportation
Industrial Arts
Construction
Industrial Arts


MARKETING CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
8
9
10
11
12
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Food for You Meal Planning and Catering
Clothing Industry
Lumber and Related Products
Grocery Store Supermarket
Dairy Farm
Milk Processing Plant
Bakery
Distributive Education I
Consumer Education
Business Law
Consumer Education
General Business
Consumer Education
Distributive Education I
Consumer Education


AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
8
9
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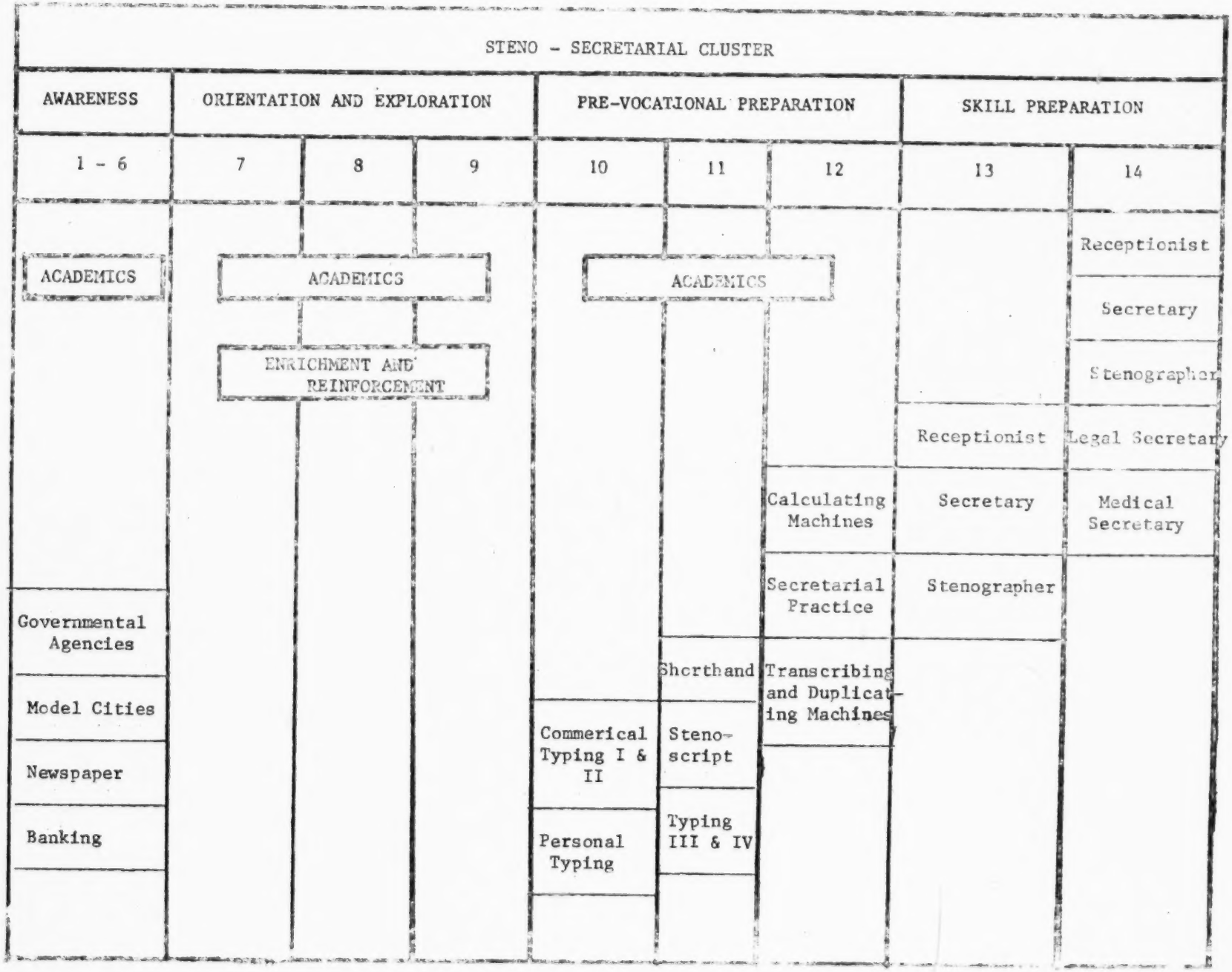
11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Aviation
Transportation
Mechanical Drawing
Power Mechanics
Auto Mechanics
Introduction Aviation
Auto I
Aircraft
Machine Shop I
Diesel I
Auto II
Aircraft
Machine Shop II
Agri-Mech II


STENO - SECRETARIAL CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
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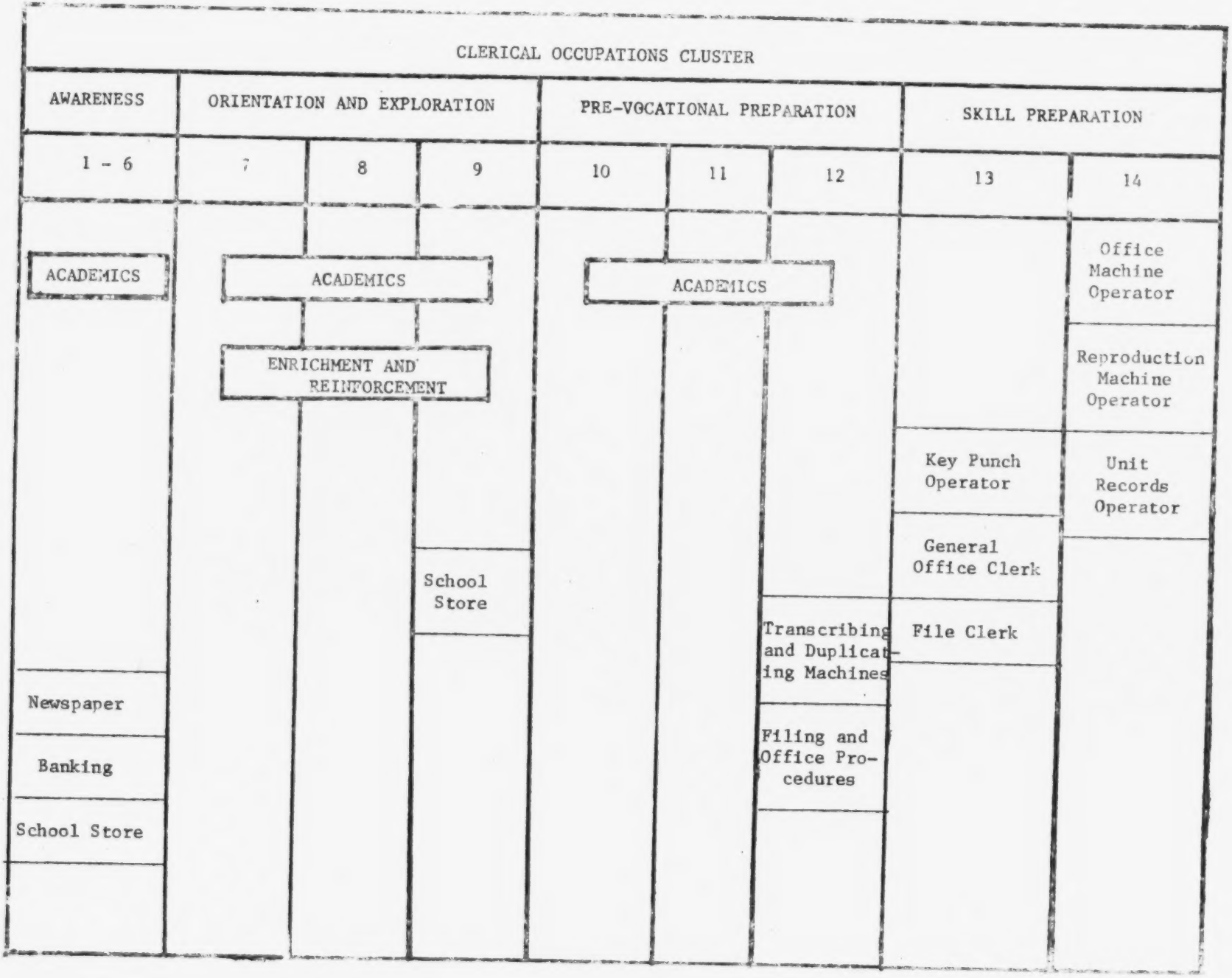
9
10
11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
Receptionist
Secretary
Stenographer
Receptionist
Legal Secretary
Calculating Machines
Secretary
Medical Secretary
Secretarial Practice
Stenographer
Governmental Agencies
Shorthand
Transcribing and Duplicating Machines
Model Cities
Commerical Typing I & II
Steno-script
Newspaper
Personal Typing
Typing III & IV
Banking


CLERICAL OCCUPATIONS CLUSTER
AWARENESS
ORIENTATION AND EXPLORATION
PRE-VOCATIONAL PREPARATION
SKILL PREPARATION
1 - 6
7
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11
12
13
14
ACADEMICS
ACADEMICS
ACADEMICS
ENRICHMENT AND REINFORCEMENT
School Store
Newspaper
Banking
School Store
Transcribing and Duplicating Machines
Filing and Office Procedures
Key Punch Operator
General Office Clerk
File Clerk
Office Machine Operator
Reproduction Machine Operator
Unit Records Operator

APPENDIX R

JOB OBSERVATION VISITATION SITES

Albertson's Supermarket and Bakery
Ambassador Drug
Anita Nelson's Rock Shop
Archie Bray Foundation
Associated Foods Warehouse
Bridge Tropical Fish Plant
Buttrey's Supermarket and Bakery
Capital Laundry and Dry Cleaning
Chenovick, Dr. DDS
Colonial Motor Inn and Restaurant
Cranes Fabric Shop
Edens Ranch Animal Shelter
Eddy's Bakery
Fire Station
First National Bank
First Security Bank
Globe Clothing Store
H and M Farm Implement Co.
Helena Airport
Helena Public School Food Services
Helena Sewer Treatment Plant
Helena Water Treatment Plant
Helena Weather Bureau
Helena Vocational Airport School
Helena Vocational-Technical School
Huddelston Car Hailing and Wrecking
Independent Record Newspaper
Jorgensens Restaurant
KBLL Television Studio
Lewis and Clark County Courthouse
Maddio's Beauty Salon
Mihelish, Dr. DDS
Model Cities Annex
Montana Dental Lab
Montana Mobile Homes
Morrison Flying Service
Mountain Bell Telephone Co.
Neill Avenue Tire
Painter's Veterinarian Clinic, Dr.
Parrot Candy Shop
Phillips Clover Leaf Dairy
Phillips Clover Leaf Dairy Farm
Plymouth Congregational Church
Priest Pass Ecology Trail-Helena Forest Service
Quinn, Dr. DDS
St. Peter's Hospital
Safeway Stores Inc. & Bakery
Sangray Construction Co.
Shodair Children's Hospital
Smitty's Fireplace Shop
State Capitol Building
State Highway Department Lab School

State Highway Map Making Department
State Historical Museum
State Nursery Greenhouse
State Publishing
Super Save Grocery & Bakery
Tempo Stores, Inc.
Thurber Printing
Tiddy, Dr. DDS
U. S. Post Office
Unior Bank & Trust Co.
United Building Center